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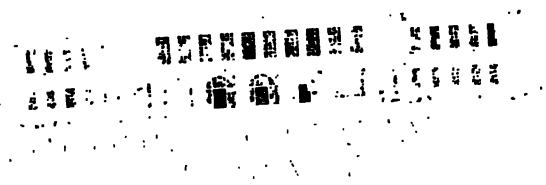
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## Formality in Teaching.

All teachers tend to become formal in their methods — to work on from month to month, and year to year with no new plans, new thoughts, new truths, or new enthusiasm—each presentation of a subject being just like that which preceded it. Teachers often travel on in the ruts, not only failing to improve, but actually degenerating.

There are few who do not feel this anti-progressive tendency of teaching, — who do not need an occasional waking up to what is going on in the educational world around them.

If we reflect we shall see why teachers are so liable to become formal. All progress has its law. Isolation is always opposed to progress. This must be so because human activity is the result of motives. There can be no motive to change or progress till we see something that is, or appears to be better than we now possess. To see such better thing necessitates that mingling in different scenes which is the opposite of isolation. Hence, commercial nations have been progressive, while isolated nations have remained nearly stationary. Hence, the action and reaction of the institutions, manners and customs of one country upon those of another.

What is a law of progress must hold true with individuals as well as communities; with teachers as well as with all other classes. Teachers are so cut off from observing the work of other schools that they have comparatively little influence upon each other.

Again, the oftener any given act is done, the less thought is required to govern the doing. We at length come to do our work

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from habit alone. This acting from habit is necessarily opposed to progress. It assumes that we have ceased to reflect upon what we are doing, and to observe the results of our acts. The isolation of the teachers, and the necessary routine work of the school are always tending to make them regard the forms of teaching more than the spirit. Systems, forms and methods should be the servant of the teacher, not his master. He should not obey these but create them.

How shall the teacher counteract this tendency to follow forms? How shall he constantly keep the spirit of a teacher — of a progressive teacher—in spite of all adverse influences? Every teacher must for the most part answer these questions for himself. A few things none should forget. Let every teacher acknowledge and act upon the truth that we are far below the highest excellence — the possibilities in teaching; that notwithstanding all advancement yet made in educational science and art, we have misunderstood, overlooked, or misapplied many of the most important truths. Further, let him be always watchful to discover what has been overlooked by others; by this means he will find much that has been overlooked by himself.

The contact of mind with mind is the best means of gaining new inspiration, and gathering new energy for the teacher's work. Next to this is the printed page. Here are recorded the best thoughts of those who have thought most, — the charts and soundings which, carefully studied, may save from many dangers, and indicate the course to higher excellence and more extended usefulness. Educational books and periodicals afford the teacher the means of comparing his work with that done by others, and suggest to him new motives as well as new methods.

Above all, the teacher should seek association with those of his own profession. "Forsake not the assembling of yourselves together," was as much the direction of a philosopher as a Christian. By none should this direction be more strictly regarded than by teachers. As they are more separated from each other in their work, so much the more is it important that they should associate together. Teachers lose the spirit of their calling by working alone; let them renew that spirit by association. "The letter killeth but the spirit maketh alive." Are we teachers by the letter or with the spirit? — of forms or realities?

A. G. M.

**Oral Teaching.**

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BY MISS FLORA F. BOLCOM.

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In this age a living thought is not only a desolating denunciation to error, but may become as potent in rearing the temples of the future as the slave of Aladdin was in building the brilliant palace of his master. The only magic left of all the necromancy and astrology of the past, is ever-living, ever-electrifying, beaming human thought. But this thought lies in the youthful mind unseen and hidden from view until summoned up by the hand of the teacher, the cunning magician of our time.

There are no magical inculcations in vulgar fractions, or overpowering charms in the spelling book; they furnish nothing but that golden sand which he who summoned up spirits in the olden time cast upon the floor, and in which he drew his magic circles and characters, and set the limits to the march of his ghostly visitors.

The great magic wand, potent as the rod of the great Israelite in the hall of Pharaoh, over the Red sea, or in the wilderness, and which sways the heart and spirit and soul of the scholar is not to be found in any school book which has yet been written. And as the rod of Moses was the hope and deliverance of Israel long ago, so now that wand which the teacher may wield and with which he may call forth the latent and dormant energies of the pupil's mind, must work the deliverance of the youthful Israel of the present.

The pupil may learn by rote, and like the parrot repeat his set phrases, and yet be stupid and ignorant. He may be able to render correctly each and every rule of any text book of the school room, and still be far from educated. Repeating words and comprehending the thoughts which they express are by no means synonymous.

The same words in which Webster uttered his sublime and mighty thoughts had long been known to his countrymen; but few, if any, could so charge them with the electric fire of thought; and happy were those who fully comprehended their force and meaning when they heard them uttered.

The human mind is often like the old lamp of Aladdin with its

base outward coating, and like it requiring friction, and often much of it, to bring out its virtues, and the irritating process, when properly applied, often produced as wonderful results upon the mind as it is said to have done upon the wonderful lamp. It may bring from the dark, still domain of the human soul, the hitherto dormant and unseen germ of thought which sways the world.

The education of the school room fails in its office and purpose if it does not perform this miracle of grace upon the mind, if it does not rouse and electrify the thoughts and send them coursing like a winged Pegasus through the universe. The learning of school books is not an end, it is only the means which may or may not be made of great service in attaining a higher excellence and reaching a more elevated realm of thought, and which may or may not adorn the future life with its value and usefulness. The teacher has much to do. He stands at the threshold of intellectual life, with his finger pressing upon the door, spring to the temple of thought, and it is his duty to open wide the portal and exhibit to the young mind the wonders and riches within; to carry that mind through lofty aisles and up winding stairs to the great dome where the vast majesty and eternal harmony of wisdom break like a morning sunlight on a gorgeous scene.

To accomplish such a purpose successfully, great tact and knowledge of human nature are required. A love for the work and a firm resolution to accomplish it are indispensable. Above all else, a genial, cheerful nature, which, like a never-clouded ray of sunshine, brightens and illumines every spot on which it falls, is essential to this work. If these exist the exercises of the school room can hardly go wrong. Nothing will then seem dull or irksome to the scholar.

The sunshine of a pleasant smile, or of a kind, tender and loving word, may warm the cold, sterile, and hitherto unbroken soil of a gloomy nature, into life and usefulness, when sour looks and bitter words might make it colder and more barren than before. The surly boy, who will not be moved by whipping and severe remonstrances, may feel his heart throb strangely when he finds you have a deep, pure sympathy with him, and may waken from his stupidity or overcome his lawlessness, if only to show that he is grateful to you for your kind words and generous thoughts.

If the teacher approaches and conducts the exercises of the school

room in this spirit, his course can but be pleasant and profitable to all concerned; the rest will be plain and easy.

These general ideas should be the governing principles in all the exercises of the school room. Every act and deed should be tested by a high standard. No passion or prejudice should be allowed a moment's rule. The highest and noblest sentiments should alone find expression or bear sway. Example here or elsewhere is worth more than precept. The first is ever present, and its influence constant upon all; the last may, and often does pass unheeded, and at least is frequently forgotten.

The example of the teacher is therefore of much importance. Affability and courtesy should also clothe the teacher as with a garment, and pride and affectation be sent into perpetual exile.

To attempt to point out the precise oral exercises which should be practiced in the school room would beyond doubt be both an unsuccessful and useless task. However good any system might seem to be, if continued for a great length of time without change, it would be sure finally to become irksome and tiresome. The old and the young become alike weary to satiety of the best the world affords, if it is unvaried, and dullness and monotony are nowhere to be more avoided than in the school room. The teacher, like the philosopher, must be constantly trying experiments and testing new modes. That which delights to-day may seem old and worn out a year from now, and when it becomes so it should be abandoned. That which has ceased to be interesting you may be sure will soon cease to be profitable. It may not be true that everything which delights a child is therefore useful, but it can hardly be that that which is irksome and dull is profitable in teaching. You must awaken and maintain an interest if you would succeed, and you will fail without it.

The oral exercises of the school room should be so conducted that the teacher is sure the pupil fully understands the principle or fact under discussion.

The repetition of the language of the school book should never be accepted as evidence that the principle is fully comprehended and understood. The pupil should be frequently required to give explanations in his own language, and should be questioned in such a manner as to test his comprehension of the subject. When he comes to face the world, in the active pursuits of after life, the language of books will not suffice; he must then find words of his

own to express his ideas. He should begin to do this at school, and the practice of it will be found useful, not only in enriching his knowledge of words, but in giving vitality to his ideas, and increasing his intellectual powers.

Originality will be promoted, self reliance insured, and a better and stronger class of minds given to the world. The power of expressing ideas with great force, beauty and precision, is extremely rare, even in this educated age. One who is a complete master of words (if indeed such can be found), and who is possessed of a fair share of ideas, may consider his future as almost made. He may aspire to high position with great hope, if not with the certainty of success.

The British parliament is one of the most exalted and august bodies in the world, and its highest honors have long been borne by the most eloquent men of the nation. Mirabeau, with the burning eloquence of his tongue, swayed the head and the heart of the French people, and bore them whither he would. Luther, fortifying himself behind his mighty words, as behind great rocks, in a dark age, dared to assail the power of a corrupt ecclesiasticism, and hurl the denunciation of speech into the face of Antichrist himself. Cicero, possessed of a silver-tongued eloquence, assailed cruelty and depravity in an age when they were universal, and from judges bribed against him extorted the judgment of guilt—in every age, whether characterized by ignorance or intelligence, the power next to impossible to attain.

The oral exercises of the school room may, to a great extent, aid the acquirement of such a power, although it must be admitted that it has done little in producing such results in the past. The oral exercises of the school room should not be too closely confined to the lessons of the day. The teacher should, it is true, see that the principle of each lesson is thoroughly understood. There is much else that may generally be drawn in during the recitation, immediately or more remotely connected with the subject of the lesson, which may afford pleasant themes for discussion, or happy opportunities for illustration. These the teacher may lay hold of, and clothe the subject, which otherwise might be dry and dull, with all the colors of romance, and adorn it with the jewels of thought. Suppose the class to be in geography, and Rome the subject of the lesson. Two thousand years' history of mingled glory and

shame are before you. Rome the republic, Rome the empire, Rome the dominion of the Pope, Rome struggling for liberty and crushed to earth, Rome with her victorious legions sweeping to the ends of earth—her triumphal arches and processions celebrating victories, her stately palaces, her trophies and her memorials, her persecutions of the early Christians and her elevation of the banner of the cross, her amphitheatres, her temples and statues, float in a vision before us. Vesuvius is above us, and the ruins of cities around. About upon every hand are the golden republics of the middle ages, now lifeless and dead. The mind and soul may be moved with the thrilling memories of the past, the sense may be delighted with the sunnyskies and historic scenes of the present, and saddened with the dreams of the future.

These are but a few general hints concerning the sources from which glowing illustrations may be drawn, to illustrate a single lesson. Each teacher may study them out for himself at his leisure. He will find there is no end to the variety. These may be studied and made to do your bidding in the cause of education.

The pale spirits of departed empires and dead kings may thus be brought, at the waving of your wand, to whisper the secrets of the long past, as they are said to have done at the call of the magician of another age.

That was fable; this may be made reality. That was for the gratification of a gloomy superstition; this for the advancement of true knowledge.

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**Dead-Heads.**

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If each individual of the one thousand millions that inhabit this earth did an honest life work—threw into the accumulating mass of accomplishment his earnest effort, no matter how small it might be,—what a towering mountain of achievement would grow, day by day, before the wondering eyes of the thoughtful watcher! One would bring his contribution of material wealth, his gold and silver, the product of toiling years; another would bring his thought, over which he had labored while the duller masses slept, giving it a polished beauty which would secure it a niche in the temple where the gods are throned; another would bring a nature exalted by



self-sacrifice, until it shone like a guiding star to the uplooking wanderer,—all would bring manifold treasures which should make the world a millionfold wealthier than it is to day.

Let one investigate the successful efforts, nay, the thorough, though unsuccessful efforts of his own acquaintance, and he shall find that the larger portion of labor is attempted because goads of one kind or another are behind the drudges. For these narrow-brained men and women, who go to their daily tasks like driven slaves, seeing not that labor is honored and crowned of God who worketh always, are drudges. They do not honor their vocation—how can their vocation honor them? They do not feel that the world needs them more than they need its rewards; that from every department of life the cry is for vitalized effort. They do not believe in the progress of the world; they are blind to the fact that humanity stands to day upon a higher level than it did a century ago; and having no aspirations to help the good cause forward, are content with asserting that the world owes them a living, forgetting to ask whether they themselves have first earned it. Miserable dead-heads! they never realize that the grand old earth, rolling onward in its appointed path, ought to grudge them the graves they will fill after they have wasted lives that might have been blessings; that might have been like wayside fountains, where the toiling, thirsty worker would have quenched the consuming fever of life, and gained fresh strength for fresh encounters.

Labor is a blessing. Undoubtedly many would have it an unmitigated curse; but will they say what the world would have been without it? Suppose for a moment that a life of tropical idleness were attainable by all; or, that by some means, the merely animal wants of our nature were to be satisfied without man's effort; where would be the intellectual growth of the ages? where the moral elevation?

Look back over your own individual life! Has not hard work—work that drained your very life—done more for your character than any other force? Has it not given you self-reliance? Has not the consciousness of *earning* your position given you a security therein that you could not otherwise have possessed? Can you not look the crowd more firmly in the eye, feeling that you give them more than they give you?

Doubtless this sentiment should be graven upon our hearts—  
“I mean to leave the world better for my life.” It is not conceit

to cherish such an intention; it is a lack of duty not to do it. Perhaps some weakling may think it presumption to feel that one is a force in the world. Each one may be a force; each one may bring his peculiar power, and apply it to the elevation of society. No *one* person can do everything, but each is a part of that brotherhood upon whom the whole burden rests. And can any shrink from the task, and wear upon his soul the seal of accepted service?

It seems to me that a school is the place, of all others, for successful labor in helping on the masses towards a loftier summit. And these uneducated masses we shall always have, so long as America shall keep her doors wide open, and, over the portal, the oppressed shall, with eager eyes and eager soul, read the words — "Liberty and Welcome." Is not this the mission of our country, to reach continually down to the very dregs which European institutions cast upon our shores, and lift these down-trodden from the deep ruts into which they have been crushed by the golden chariots of royalty, and set them upon their feet, and teach them how to use this freedom which we deny to none? For however slowly it is developed, the central idea of American politics is the EQUALITY of ALL MEN. It is the corner stone of this government; and based upon that principle, we may defy tyranny in all its forms, whether it reach threateningly over the ocean, or rear a rebellious front within our own territory. The teacher, more particularly if he be in a public school, comes into contact with these lower classes; he may instruct in the love of country; he may awaken sluggish minds to a sense of desirableness of knowledge, of the supreme beauty of truth. And the school room may be a source whence shall flow a stream of intelligence towards many a lowly, miserable home, that else would be wholly barren of such influence. So do not go to your crowded, may be unpleasant school rooms, as though you were drudging life away! feel the true nobility of your work, and honor your position by a fidelity that shall act upon character when your heart lies still in your bosom.

Workers despise dead-heads most thoroughly. They are the dreaded nuisance of railroad men; of steambout men; of all sorts of agents, from him who has the power to pass them around the world, wishing most heartily that he could pass them out of it, to him who exhibits a fat woman or a dwarf. These dead-heads spend time enough waiting for an opportunity to beg, to earn much toward independently paying their way. And with brazen face reaching

to the sublimity of effrontery, they ask for this, that, or the other favor, as if it were their right. Transportation companies, undoubtedly, run a line of steamers for their convenience, although they do not thus advertise; thousands of miles of iron track are laid for their pleasure; and for their pleasure the weary engineer drives his iron steed through valleys and over hills. What will not these persistent dead-heads take from the men who by their energy keep the world moving? "Those that *will* work *may* work" is an old adage, and is based upon the traditional existence of these dead-heads. Unambitious sons drain the purses of weak fathers; sisters, with too little self-respect, hang upon the willing arms of brothers who are struggling for a mere foothold from which to operate for the prizes which the world holds up before them. Thousands among us seem to be ever absorbents, taking in all the material, physical benefits they can gain from any source; giving out an amount that may be represented by zero.

Miserable debtors all! never caring to balance accounts, the day of their death will find them buried beneath mountains of obligation. The great, impartial sun has poured its golden tides through ethereal channels for them; the pure, invigorating air has reddened their blood, and sent it burdened with health, through their veins; for them have the fields waved with yellow grain, and ocean and continent wrought unceasingly; and they have lived, a shame, and a disgrace, amid all this unresting toil.

If there is one truth that, more than another, should be impressed upon the young, it is this—that labor is honorable. Let those who are in daily contact with the developing mind of this country seek to root out the least degree of the feeling that work is somewhat of which to be ashamed. Teach the girls that there are beauties more to be desired than white hands and delicate faces; that under certain circumstances, red, mis-shapen hands may speak more eloquently and persuasively for the possessor, than the opposite could do. I remember such a pair of hands, belonging to a patient-faced woman whose life was passing away amid the cares of a sick room, by the bed-side of a paralyzed, aged mother. To be sure a sculptor might not desire to carve such an one; but there is a moral expression about it, which, somehow, is not gotten from diamonds and amethysts and snowy fingers.

And teach the boys not to seek the laziest life; make them feel a

little too manly to take the girls' bread and butter, by taking the situations that they might fill, if only the boys did not think it was so pretty to stand behind a glass show-case, and sell ladies trimmings and worsteds. Make them feel that the foundry and the forest are better places for their manhood than variety stores. The teachers of this country have a tremendous power which should aid in social revolution, and with this power they are invested with a tremendous responsibility. Let them not prove false to the trust.

M. A. R.

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### Claims of the Natural Sciences.

#### SECOND ARTICLE.

Recollection, or the power which the mind has of recalling into consciousness our former experiences, depends upon certain principles of association, viz: congruity of time and place, resemblance or contrast, and the relation of effect to cause. Any study which calls into activity these associative principles and thus tends to make their action habitual, necessarily cultivates the power of recollection. Passing over temporal and local associations which are the lowest in rank and most commonly possessed of the associative principles, of the remaining ones this may be remarked, that while several departments of study cultivate them in a greater or less degree, it is in the very nature of scientific studies to bring them into constant activity; for here the student is constantly required to note the resemblances and diversities of bodies, to form them into groups according to their resemblances, or to separate them where they are diverse, to trace effects to their proper causes, and to be able to predict the effects which will be likely to result from the operation of a given cause. Thus while an exclusive efficiency can by no means be ascribed to scientific study in developing the power of recollection, still a high rank may justly be ascribed to it among the studies fitted to discipline this important department of the intellect.

As a discipline for the representative faculty, which is commonly termed conception when confined to the *actual*, and imagination, when engaged about the *ideal*, the natural sciences are probably less useful than some other studies that may be employed: though surely, descriptive astronomy, conversant about those vast and un-

unnumbered worlds which people the realms of space, kept each within its appointed bounds by the unerring hand of Omnipotence; and geology, ranging in its investigations over an almost eternity of past time, contemplating the gigantic forces which have from time to time rent the earth's rocky framework and heaped high its mountain chains, and describing the remains of those unique, long-extinct races which in due succession have thronged the surface of our planet, and which this inquisitive age has disinterred from their stony sepulchres to excite the wonder of men and change the current of long-received opinion, — may in proper hands, afford no mean instruments for cultivating the imagination.

It may, however, justly excite our wonder that the natural sciences are not more largely used in all classes of schools, to cultivate what may be termed the faculty of comparison, in all its various modes of operation, — furnishing as they do, in several respects, the most natural and elegant aids for that purpose. For these sciences furnish continual occasions for the exercise of abstraction and generalization in the study of the special qualities of objects and phenomena, and in the classification of these according to the agreement of their qualities and properties; for the exercise of judgment in all the varied processes of observation and investigation; for the use of induction, in mounting from particular facts of experience to general truths; and for the use of deduction in the extension of general laws and preëxisting classifications to particular phenomena, and newly-observed objects.

In this statement it is not intended to underrate the worth of other studies as a discipline for the reasoning power; but merely to call attention to the fact that the efficiency of the natural sciences, in this respect, has been strangely undervalued. Let mathematical and lingual studies be pursued, as they long have been, but let the sciences go hand in hand with them as their worthy and coördinate fellow-worker.

S. G. W.

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**BREVITY OF LIFE.** — At best, life is not very long. A few more smiles; a few more tears; some pleasure; much pain; sunshine and songs; clouds and darkness; hasty greetings; abrupt farewells — then the scene will close, and the injurer and the injured will pass away. Is it worth while to hate each other?

**Reading and Voting.**

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It is a wise and generous provision, that the common schools of our state are practically free and open to all. In a government like ours, it is well that the rudiments and first stages of learning should be brought within the reach of the poorest. Politically speaking, a little learning is not only not a dangerous thing, but it is essential to an independent, honest discharge of the duties of citizenship. The jealous, narrow-minded Athenian who was tired of hearing Aristides called "the just," could neither write nor read his own ballot; and in courteously complying with the request to write a vote for his own ostracism, Aristides revealed his enjoyment of that personal supremacy that rests on high intelligence and conscious integrity.

Ought the state to be satisfied with a provision that simply makes it possible for all voters to be able to read their votes? Is there not need of further stimulus and incentive to the gaining of the lower forms of culture? In 1858 it was made one of the laws of Connecticut that no one should be admitted to the privileges of an elector who was not able to read publicly any clause of the constitution of that state. It is said that this law has had a marvelous effect in increasing the number of adult pupils at evening schools, and that many politicians have become school masters, with an irrepressible zeal to introduce freshly imported foreigners into Noah Webster's temple of knowledge. It need not be doubted that a similar law in our state would be attended with desirable results; that evening schools for adults would be increased in number and more largely attended; that many day laborers would be withdrawn from the beer saloon and the low dance; that the right of suffrage would acquire a higher value in the esteem of our foreign population, and that its exercise would be more independently exercised. It need not be doubted that such a law would act as a kindly incentive to the pursuit of knowledge, and would lessen the evils that embarrass the working of our republican system. In time such a law would almost remove from our census tables that ill-omened column of "adults unable to read or write."

It is not a creditable fact, or a comfortable fact to contemplate, that our state has 400,000 children between the ages of 5 and 21 who are not sent to school. It shows that many parents are too ignorant or too indifferent, or too mercenary, to secure for their children the blessings of knowledge. It shows that too many children of tender years are kept at work on the farm or condemned to the factory. It reveals an unseemly haste to put children where they will earn money, when they ought to be busy with the rudiments of knowledge. It shows that in too many cases education is placed after money, and that the safeguards of popular intelligence should be still further strengthened by legislative authority. E. N.

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#### Books of Reference.

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Few ordinary mortals can attain to such perfection of memory as to retain for use, even in their principles, all the material of knowledge which the duties of their daily work may require; and many things are, of necessity, of such nature, that to know where information touching them may be found must suffice for most persons. This is specially true of teachers; for whilst on the one hand, there should be such a familiarity with the great leading principles of the branches they essay to teach, as to give independence in statement, and felicity in illustration, yet every day's experience in the class room, and in the processes of the teacher's own thought, demands that the best means shall be at hand for aid in special cases, and on disputed points. Books of reference—cyclopædias, dictionaries, compends, as of history, chronology and grammar, gazetteers, maps, etc., become a necessity. Among the noted works of this class Gould Brown's *Grammar of Grammars*\* holds honorable place. It was the work of years, and its preparation seems to have been a labor of love.

As early as 1824 the author had formed a purpose of preparing such a work, and in 1836 he completed an elaborate essay on Language, which appears as an introduction to this grammar, and occupies 143 closely printed royal octavo pages. The titles of the chapters of this introduction are as follows: 1. Of the science of

\* The Grammar of English Grammars, with an Introduction historical and critical, etc. By Gould Brown, with a complete Index of matters by S. U. Berrian, A. M. New York: William Wood and Co.

grammar ; 2. Of grammatical authorship ; 3. Of grammatical success and fame ; 4. Of the origin of language ; 5. Of the power of language ; 6. Of the origin and history of the English language ; 7. Changes and specimens of the English language ; 8. Of the grammatical study of the English language ; 9. Of the best method of teaching grammar ; 10. Of grammatical definitions ; 11. Brief notes of the schemes of certain grammars.

Of this introduction it may be said that the evidence it gives of critical study, and a large acquaintance with the writings of the leading men of past time who had given any attention to the subject of language, shadows forth the more minute and detailed examples to be found in the grammar itself. For the general English reader, the sixth chapter, whose title is given above, will be found to contain a brief, concise, and intelligent statement of the history and development of the language. The seventh chapter gives 55 specimens of English exhibiting the characteristic changes, from the 11th century, at short intervals, to the present.

The 926 pages of the grammar proper would seem sufficient to embrace all that can be said of the grammar of our mother tongue, and without doubt embraces many things that are irrelevant or merely curious ; yet in order to due completeness, it seems essential that the very fullness of citation even of authors of little note or authority, should be preserved. It is a rare thing to find in the development of any scheme, such unity of plan coupled with fullness every where abounding. The author is seldom diverted from his purpose ; and even his severest strictures and most caustic hits at the smaller (and some respectable) grammarians, serve to place his own methods in a stronger light.

Whilst we cannot accept his choice of terms, classifications, and definitions, as in all cases the best that have been devised, yet no work, as a whole, is throughout more consistent than this. In Syntax he especially excels, and when we consider the multiplicity of "Systems of Analysis" that prevail, it is refreshing to read his clear and comprehensive digest of the leading schemes, and his own common sense methods.

It may here be remarked, as in parenthesis, that Mr. Kiddle's additions to the "Institutes" supply a want many teachers had felt in the author's own edition, and give additional value to the severe and orderly presentation of the subject.

Mr. Berrian's verbal index of 32 double column pages completes



what was necessary to make the Grammar of Grammars available to all teachers, and students as a work of easy reference.

Such books as this, and, in the present state of grammatical study, this book especially, should be on the desk of every teacher, in every school room. Trustees can not do a better service than to procure it for the use of their schools, and its purchase with the library funds would be of more value, than to expend them for the worthless volumes so generally found in school libraries.

Brief notices of other works of reference will occupy succeeding articles.

THE RUINS of an extensive Mexican aboriginal city, which have just been discovered, are in the forest of Jicorumbo, in the province of Tlaxicala. The temples are of immense size, some with vaulted roofs, and so well preserved that ancient paintings appear fresh. The courts are filled with hideous and grotesque idols, and pyramids surmounted by the same. The whole is enveloped in a dense forest of cedar and ebony trees. Some of these cedars are of such immense size, that eight men taking hold of hands together could not reach around one of them. These forests are on healthy table-lands, about fifty miles from the port of Tuxan.

CONTROVERSY.—This very good reason for avoiding controversy is taken from Dr. Holmes' "Autocrat of the Breakfast Table": "If a fellow attacked my opinion in print, would I reply? Not I. Do you think that I don't understand what my friend, the Professor, long ago called the hydrostatic paradox of controversy? Don't know what that means? Well I'll tell you. You know if you had a bent tube, one arm of which was the size of a pipe stem, and the other big enough to hold the ocean, water would stand in the same height in the one as the other? Controversy equalizes fools and wise men in the same way; and the fools know it."

THE BELOVED of the Almighty are the rich who have the humility of the poor, and the poor who have the magnanimity of the rich.—*Saäde.*

THE LAW OF LABOR.—No one will consider the day is ended, until the duties it brings have been discharged.—*Hooker.*

## Resident Editor's Department.

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### MISCELLANY.

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WANTED.—No 2 (Nov. 1864), of Vol. 6, New Series, of N. Y. TEACHER. Any of our friends who do not preserve the numbers, will greatly oblige us by sending us copies of the above named number.

STATE SUPERINTENDENTS.—During the session of the National Teachers' Association, at Harrisburg last summer, the State Superintendents present held a meeting, and voted to form a national association composed of State Superintendents of schools, and of Superintendents of the larger cities. The first regular meeting is to be held in Washington, Feb. 6, 1866, at 3 P. M. A committee on organization will report. Subjects have been assigned to different gentlemen as follows: Hon. C. R. Coburn (Pa.)—*School Statistics*; Hon. L. VanBokkelen (Md.)—*Uniform School Systems in the different States*, Hon. E. E. White (Ohio)—*National Bureau of Education*: Hon. J. White (Mass.) *Free High Schools*—Hon. L. VanBokkelen, Baltimore, was Secretary of the last meeting.

EARTHQUAKE IN CALIFORNIA.—They had a "shaking up" (or down) on the Pacific coast, the 8th of October. The *Teacher* is jolly over it. Couldn't keep down that irrepressible, although types were knocked into "pi." The State Teachers' Institute met Sept. 19, for one week. We can not see but the proceedings were very proper and very good, and perhaps the earthquake is premonitory of the shaking the same Institute and the *Teacher*, have in store for ignorance and other things that won't keep out of the way.

NATURAL HISTORY FOR THE YOUNG.—"For many years it has been one of my constant regrets that no school-master of mine had a knowledge of Natural History, so far, at least, as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me, with a salutation which I can not answer, as things are! Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day? I love to prophesy that there will come a time, when not in Edinburgh only, but in all Scottish and European towns and villages, the school-master will be strictly required to possess these two capabilities (neither Greek nor Latin more strict!) and that no ingenious little denizen of this universe be thenceforward debarred from his right of liberty in these two departments, and doomed to look on them as if across grated fences all his life."—*Thomas Carlyle*.

**THE NEWSPAPER PRESS AND EDUCATION.**—We are glad to notice, that since the close of the war there is evidence of an increasing interest on the part of the weekly press on the subject of public education. The *Utica Herald* in a notice of our September number, which contained a record of the proceedings of our annual meeting, speaks some encouraging and comforting words. It says: "The convention at Elmira was highly successful. A large number of educators from all parts of the state were present. The proceedings were of a character indicating the large liberality, and the earnest, progressive, yet practical spirit of the profession whose relations with the state, with society, with the family, and with individuals are so vitally important. A noticeable feature in the Conventions, and Convocations which occurred during the past season, was the individualized professional tone manifested. Teachers are evidently beginning to recognize the distinctive character, requirements, aims, rewards and dignity of the calling. Men and women are coming to regard it not so much as a temporary expedient — a means to obtain a few dollars to enable them to get out of town — or as a stepping stone to a permanent position. It is true that to the class who have and do yet thus regard their occupation, the discipline of teaching proves an efficient agent of mental and moral culture. Not many years ago a tutor was selected to instruct the two lower classes of one of our colleges, in the Latin language. By aid of the pullings of "ponies" and the pushings of considerate and friendly upper classmen, he contrived without positive disgrace, to reach the goal of his up-hill course,— the end of the term. Of course the students who recited Livy to him received no profit from his instructions; the most of them knew the language better than he did. But the time was not lost on the tutor. He afterwards made the shameful but naive confession that he had "learned a great deal of Latin during his tutorship." One example may illustrate a thousand instances. But happily, teachers are beginning more thoroughly and carefully to prepare themselves for their duties, and, heeding the lessons of experience, earnestly to press forward to their chosen work. To this end their Associations and Conventions are furnishing much needed stimulus and encouragement. They are fast crystallizing and organizing teaching into a profession." It gives us pleasure to say, that we rejoice in welcoming such co-laborers, and that the *Herald* is a live newspaper doing a noble work.

**RENSSELAER POLYTECHNIC INSTITUTE.**—We are indebted to Prof. Charles Drowne, for a copy of the Annual Register of this institution. It maintains its established reputation as a school of theoretical and practical science. The present number of students is 152.

**TRUSTEE MEETINGS.**—These are becoming an established institution in Indiana, why can not our school commissioners inaugurate them in this state?

*PERSONAL.*

MR. JAMES ATWATER, for many years superintendent of the Lockport Schools, and now President of State Teachers' Association, recently resigned his position at Lockport, to become resident principal of Bryant and Stratton's Commercial College at Syracuse. We learn that upon his resignation, the 1st of October, the Lockport schools presented him a silver set, and an "easy chair" (rather a luxury for a school master), at a cost of \$175. The pupils connected with the Union School have had Mr. Atwater's portrait suspended on the wall of the school room. All who know him need not be told that the cost of these gifts and of this memorial are no measure of the "love sincere and reverence in their hearts they bear him."

MR. JAMES FERGUSON, for many years a teacher in Lockport in a private school, succeeds Mr. Atwater. To say that Mr. F. is a Scotchman is to vouch for his scholarship and integrity; we hope to meet him some day.

PROF. B. M. REYNOLDS, still fills with ability the post of principal of the Union School. There are 260 pupils in the senior department, and 225 in the junior.

PROF. JAMES H. HOOSE, for many years, an earnest and zealous friend of the TEACHER, has obtained the past autumn in various institutes, one hundred and forty-five (145) subscribers. We had a pleasant call from him a few weeks since, on his way to Massachusetts, Conn., N. Y. City and our own normal school, on a tour of visitation, preparatory to reorganizing the English Department in Genesee Wesleyan Seminary. Appreciation of the value of his services, has induced the trustees to increase his salary.

PROFESSOR AGASSIZ is exploring the Amazon river, and has already discovered sixty new species of fishes.

M. V. B. SHATTUCK, formerly of this state, has been appointed superintendent of schools in Lacon, Ill.

DR. CHARLES RICHARDSON, of England, author of "a new Dictionary of the English language," died October 6, 1865, at the age of ninety-one years, preceding Dr. Worcester by only a little over two weeks. Dr. Richardson's Dictionary, in two large 4to volumes, had, we believe, not a very large sale, but, as a compendium of English literature, full in its quotations, and especially rich in early examples, it has always been prized by scholars.

PROF. E. L. YOUNG, of New York, has, it is said, accepted the professorship of Natural Philosophy, in Antioch College.

ROBERT E. LEE, late of the Confederate army, is President of Washington College, at Lexington, Virginia. This Institution was founded in 1778, and endowed by General Washington. The College of William and Mary, and the University of Virginia, are to resume operations suspended by the war.

*INTELLIGENCE.—HOME.*

THE CHAUTAUQUA COUNTY TEACHERS' INSTITUTE held at Fredonia, New York, has just closed a most interesting and memorable session, one which will give a new impulse to the cause of education in western New York. For years this county has been distinguished for its successful institutes. Each has been a triumph, but it was reserved for this, in attendance, order enthusiasm and successful teaching to eclipse them all, and to establish beyond all cavil the great practical benefits of a well conducted institute. There were four hundred and fifty five, earnest, working teachers in attendance; and Chautauqua challenges the proudest of her older sisters of the east to make as noble an exhibit. The motto inscribed in large capitals upon the walls of the school room was "Chautauqua the toe of the state must be ahead in its educational interest," and whatever ability, zeal and indefatigable labor can do to elevate Chautauqua county to this proud position will be done by Messrs. McNaughton and Miller, her school commissioners. In system and order this Institute contrasted most favorably with any we have ever attended. Order, Heaven's first law, was never violated.

Dr. French (late of Syracuse), now of the State Normal School had charge of the teaching. He is so well known it is almost superfluous to speak in his praise. He is a master in every department of education and teaching. He was ably assisted by N. B. Barker, principal of public school number seven of Buffalo, and by Alanson Wedge, principal of the Fredonia Union School, and who as a thorough teacher has no superior in western New York. The evenings were occupied by lectures and by discussions of the most interesting character upon the modes of teaching. The most capacious church in the place was taxed to hold the audiences.

The lecturers were Rev. H. M. Jones, Rev. Mr. Rouse, Dr. French, Mr. Wedge, O. W. Johnson, Esq., Dr. Lambert and Professor A. Bradish. The community was highly gratified by the intellectual treat brought to it by the Institute.

Finally we say to commissioners of schools every where, if you would know how to get up and manage a teachers' institute successfully, come to Chautauqua and learn of Messrs. Miller and McNaughton, J.

Fredonia, Oct. 18, 1865.

DELAWARE COUNTY—SECOND DISTRICT.—A brief account of the Institute in the First District appeared in our last. We have now to add that the Institute at Roxbury was equally successful, Commissioners Bouton and Cable aiding each other, and the utmost good feeling prevailing. There were one hundred and twenty-five teachers present, and the exercises and resolutions evince intelligence and progress. The commissioners were assisted by Prof. Townsend, Prof. E. B. Knapp of Homer, Mr. A. A. Knapp

of Hobart, and Miss Olive A. Pond. Evening lectures were delivered by Dr. Lambert, Prof. Townsend, Rev. Mr. Terry, and Wm. H. Steele, Esq. The commissioners are awake, and the teachers emulate their spirit.

GENESEE COUNTY.—We attended the Institute in this county and cheerfully testify to the increasing interest manifested. Mr. Rumsey's zeal as a school officer is above all praise. Prof. Hoose, of Lima, and Prof. Wright of Batavia did most effective service. Two hundred and forty teachers were in attendance—125 first day! We have received no regular report, hence our silence in last number, as we waited for a promised notice till too late to prepare one.

LIVINGSTON COUNTY.—Commissioner Lusk writes us: Our Institute was really successful, we have never had so much interest manifested among the teachers of our county before; and I trust the teachers are better prepared than ever to do good service in the school room.

Messrs. Lusk and Tozer are doing a noble work. Their Institute held for six weeks—the only one in the state for so long a term this year—was made a school of practical instruction.

MONROE COUNTY INSTITUTE—FIRST DISTRICT.—This Institute commenced at Fairport on Monday 23d. Prof. J. H. Hoose, of Lima, was present the first three days and conducted the exercises with marked ability. His lecture was highly instructive, full of practical thoughts of great value to teachers. Prof. C. Townsend of Rochester was present two days and taught civil government, a subject highly important which should be introduced into our schools. His lectures on "Signs of Character and School Government" were well received. Miss Delia Curtice and Miss Flora T. Parsons gave interesting instruction in methods of "object teaching;" Prin. E. V. DeGraff gave lessons in intellectual arithmetic, and Dr. McIntosh taught elocution, and gave some fine specimens of reading poetry; Prof. E. H. Griffith gave lessons in punctuation. Dr. Cruikshank, Editor of the *NEW YORK TEACHER*, was with us the second week, and every teacher felt that they owed a debt of gratitude to him for the many valuable ideas which they received and which will be of great service to them in their schools; and the unanimous expression was the hope that the good Lord would preserve his life and health to meet us again another year. Dr. T. S. Lambert of Peekskill was present a part of two days and lectured on Physiology, which was highly appreciated by all. Dr. Cruikshank lectured on the Philosophy of Education, and on Man and Nature, or the Geographical track of History; J. D. Husbands, on Authority; S. W. Clark; on "Philosophy of Language," and Rev. Dr. Anderson, on the Senses. The Institute were favored during the entire session with excellent singing, particularly the last week, when Prof. Wm. Tillinghast was with us and added much to the interest. The attendance at the Institute was large and more regular, and the interest and earnest-

ness manifested by the teachers beyond that of any former year. The distinctive feature of the instruction was that it was practical — adapted to the special wants of the teachers and their schools, and we think the cause has received an impetus that will elevate our schools to a higher level — that we may see in our methods of teaching, what is manifest in almost every other art or science — progress.

When the time arrived for Dr. Cruikshank to take the cars for another field of labor, he was accompanied to the depot by the members of the Institute in a body. Thus ended one of the best Institutes ever held in this district.

A. M. HOLDEN, Clerk.

OTSEGO COUNTY.— A very interesting session of the Teachers' Association of the Second District was held at Milford, Dec. 14.

Elegant and appropriate essays were read by Misses Cora O. Smith, Clemma Wright, Flora R. Young, Mrs. J. N. Parshall, and Mr. Patten. A well composed poem by Miss Mary Estes; also one recited by Miss Clemma Wright.

An excellent and appropriate Lecture was given by B. C. Gardner, School Commissioner. Subject,— The Teacher. The exercises were enlivened by a quartette of excellent music, which received the merited thanks of the Association. The day passed pleasantly, and at its close the Association adjourned to meet at Laurens on the second Saturday in January next.

OSWEGO COUNTY — THIRD DISTRICT.— The Institute for the district under the direction of commissioner W. S. Goodell, Esq., was held at Sandy Creek the two weeks ending with Oct. 6, 1865. Eighty-one teachers were in attendance.

The faculty consisted of Prof. Madison, N. S. Graduate — in mathematics; Prof. N. White, St. Law. Univ.— vocal culture; Prof. Owen, Pulaski — grammar; Miss Parkhurst, Mexico— geography; Miss Dickinson— reading and spelling. The instruction in each branch is reported as having been of the most valuable and practical kind. Lectures were delivered by Prof. J. S. Lee, of St. Law. Univ.— *Americanisms of the English Language*; Rev. Mr. Burgess, of Prattville — *The Teacher's Life*; Prof. White, of Canton — *History in Language*; J. W. Grant — *The Teacher's Mission, and his Reward*. The last evening was occupied with literary and social exercises. The efforts of Commissioner Goodell to promote the success of the Institute are spoken of in most eulogistic terms.

We learn that Messrs. Nutting and Storms held Institutes in their respective districts,— at the former, 50 teachers; at the latter, 84,— both most interesting and successful.

SCHENECTADY COUNTY.— The Institute commencing Nov. 20, was not largely attended, but the exercises were full of interest and profit. Rev. J. W. Armstrong of Watertown, Miss H. L. D. Potter, Prof. Townsend,

and the Editor of the *TEACHER* were present most of the time, each having the charge of certain branches. Brief practical lectures by the gentlemen named above, and class drills in reading and recitations by Miss Potter, occupied the evenings. Much praise is due to Supt. Charlton, of the city schools, for his earnest labors on behalf of the Institute.

**WAYNE COUNTY.**—Our Institute was held at Marion, commencing Oct. 16. The attendance was quite large and remarkably regular. The interest manifested by the teachers was gratifying to the commissioners and instructors, and commendable to this system of normal instruction.

Rev. J. C. Moses gave very acceptable instruction in reading, orthography, geography, and grammar during the first week. His earnestness and scholarly zeal did most to awaken the minds of teachers to the importance of a thorough preparation for their great work.

Prof. Elisha Curtiss of Sodus Academy was with us the second week. He proved himself a zealous worker and able teacher.

Prof. Townsend was present three days and evenings, and presented in a masterly manner the claims of civil government as a subject of study in common schools.

Mental and practical arithmetic were taught throughout the entire session by Commissioner Sherman, who presented their principles with great clearness and to the entire satisfaction of all.

Commissioner Winchester also contributed much to the success of the Institute.

There were lectures each evening: two by Rev. Mr. Moses; three by Prof. Townsend; one by Prof. Steele of Newark Union School, illustrated by experiments; and a public reading by Commissioner Winchester.

Prof. E. Brown of Macedon Academy enlivened the evening exercises with appropriate and finely executed music.

On Friday evening there were rhetorical exercises by the members of the Institute which were creditable to all who took part, after which was the annual sociable.

The Institute was a decided success. Deep interest was awakened on the first day of the session, and kept increasing until the close. The citizens of Marion manifested their sympathy by filling the large hall to its utmost capacity at the evening exercises.

**BROOKLYN.**—The tenth annual report of the Superintendent of schools (Mr. J. W. Bulkley) of this city, should have received earlier attention. There are in the city, 56 grammar schools, and 57 primaries. There are 27 male and 467 female teachers. Children registered, 50,837; of these 740 are colored children. The average attendance has exceeded that of any former year. Evening schools have been kept up, as for the several years last past, with encouraging success—seven having been in operation for three months, and 66 teachers employed. Registered pupils, 4,179—average attendance, 1,996. A graded course of instruction has been



adopted for the schools, and improved methods have been introduced. The report gives, at length, the studies of the different grades. Oral lessons and exercises in thinking (Socratic method) are used in the primaries, with marked success. The report abounds in valuable suggestions touching examination, the teacher's office, etc., which the large experience of Superintendent Bulkley enables him to put with peculiar force. Among the hard working, earnest educators he occupies no second place.

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INTELLIGENCE.—FOREIGN.

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MARYLAND.—The schools of this new-born state have before them a prospect of great usefulness. We have just received from the State Superintendent, a neatly printed pamphlet, containing a code of by-laws for the government of school commissioners, rules and regulations for teachers and pupils, and forms and instructions for transacting all public school business, prepared by Hon. L. Van Bokkelen, and issued under authority of the State Board of Education. In a few eloquent prefatory words, the superintendent sets forth the free school ideal, and urges the most strenuous efforts to carry it into effect. He sums up the elements which constitute a good primary school as follows: 1. A suitable school site, remote from noise and that routine work which attracts the attention of children. 2. A convenient school house, neatly built with architectural proportions, furnished comfortably, with reference to physiological laws; equipped with black-board, outline maps, text books, and cheap educational apparatus; well warmed, lighted, and ventilated. 3. The teacher—his qualifications: a thorough knowledge of the subjects to be taught; skill in the art, and love for the work of teaching; capacity to govern; cheerful temper; of good manners. 4. Supervision: earnest, by some gentleman interested in public schools; intelligent, by some gentleman capable to judge of teaching; vigilant, by some gentleman who will devote time to the work.

No pupil is admitted under six years of age, and all must enter school at the beginning of the term. Parents must exercise strict vigilance over their children; see that they attend school punctually and regularly, and are responsible for school property destroyed or injured. Written excuses for tardiness or absence are required. All the regulations look toward securing the coöperation of parents, and exacting strict obedience and proper conduct from the pupil.

Text books, uniform throughout the state. All school houses after models prepared by the Superintendent.

The county boards of education are thoroughly organized, and meet quarterly.

Teachers salaries are graded according to the number of pupils, and a minimum is in each case established by law.

A state meeting of the commissioners was held in August, and the discussions on questions touching the new school policy of the state were animated, and the meeting was very harmonious. We hope to chronicle from time to time the evidences of advancement.

UPPER CANADA.—The number of children of school age, 1864, is 424,000. Of these 333,000 were in the public schools. The amount of money expended for schools was \$1,440,006. School libraries have been established over all the province. Maps, apparatus and books are sent out from the Education Office, and are judiciously distributed.

NEW BRUNSWICK.—There are upward of 800 schools in operation, and in 1863 there were 580 trained teachers. For the term ending Sept., 1864, there were in attendance upon the schools, 45,133 pupils—30,303 males and 13,830 females. The number of male teachers is slightly in excess of the number of females.

CONNECTICUT.—This state has now a Board of Education organized on a plan similar to that in Massachusetts. Prof. Daniel Gilman of Yale College is Secretary. Hon. D. N. Camp, formerly Superintendent of schools and principal of the State Normal School, is to devote himself to the duties of the latter office. We learn that he is also to have charge of the *Common School Journal*.

OMAHA AGENCY.—We learn from a recent letter from our old friend S. Orlando Lee, formerly of Long Island, that a school is in active operation at the Omaha (Indian) agency, of fifty pupils. The "nation" numbers about 1,000, living partly by agriculture, and partly by hunting. About half of them live in wooden houses, the rest in turf houses. The reservation is on the west bank of the Missouri, just north of the 42d parallel, and contains about 450 square miles of territory. About one-third of it has been sold to the Winnebagoes.

NEW JERSEY.—A free German American Academy in Hudson City is among the recently projected enterprises; and a grand concert was recently given in its behalf by the "Gemischter Choir," in that city.

THE COLORED PEOPLE OF BALTIMORE have recently purchased a hall at an expense of \$16,000, and dedicated it to education and literature.

TENNESSEE.—FREEDMEN'S SCHOOLS.—Colonel John Ogden, formerly of Ohio, is doing a good work in the organization of these agencies in our new civilization. The pupils evince an eager desire to learn and are making rapid progress. Twenty teachers will be employed this winter at Clarksville. Schools are established at Nashville, Gallatin, Franklin, Columbia and other places.

**MISSOURI.**—One year ago Prof. James H. Robinson was presented to the grand jury of Montgomery county for teaching negro children to read. He is now State Superintendent of Public Instruction.

**HOLLAND.**—Ample provision is made for education, and every inducement is offered to secure regular attendance. There are many normal schools, and the teachers are generally, well trained. It is rare to find a person who can not read and write.

**BELGIUM.**—The instruction given is, for the most part, most elementary, and its direction is almost entirely under the control of the church.

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*LITERARY NOTES.*

**PROF. G. B. AIRY**, Astronomer Royal of England, is about to publish a "Popular Astronomy,"—a series of lectures recently delivered at Ipswich.

**CHARLES LAMB.**—It is said that "Barry Cronwall (Mr. Proctor) is writing a life of the "Gentle Elia."

**WEBSTER'S MAMMOTH IMPERIAL FOLIO.**—Messrs. G. & C. Merriam, Springfield, have just issued from the Riverside Press a splendid edition, on large paper, sized and calendered, ten by fifteen inches, of the "New Webster." Only two hundred and fifty copies have been printed, and it is sold only by subscription, at \$25 a copy. Two volumes, paper covers.

**LAMBERT'S NEW PHYSIOLOGY**, advertised in our pages, has already, since August, passed through two editions, and preparations are in progress for a third. It is received with great favor, and the practical features it presents are appreciated.

**THE AUTOCRAT AT THE BREAKFAST TABLE**, by Dr. Holmes, is going through repeated editions in England.

**JUDGE DEAN**, of Albany, is preparing for publication a History of Civilization, which, in philosophical perception and research, promises to be of superior merit.

**LAMARTINE** is writing a life of Lord Byron.

**ENCKE**, the famous Prussian astronomer, has recently deceased, at the age of 73 years.

**A HISTORY OF SCOTLAND**, from Agricola's Invasion to the Revolution of 1688, is announced by the distinguished Scottish antiquarian, Mr. John Hill Burton. Its appearance will be looked for with much interest.

**GOETHE'S HOUSE**, at Frankfort has been restored to the condition in which the author of Wilhelm Meister left it, and has become an object of great interest.

OXFORD HONORS TO AN AMERICAN.—The Chancellor's Prize, for the best English Essay, the oldest and highest prize of Oxford University, was recently awarded to Francis Alston Channing, son of Rev. William Henry Channing, of Washington.

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PERIODICALS.

HARPER'S MAGAZINE.—This popular favorite commenced a new volume with the number for December. Its first article, *How the Magazine is made*, is fully illustrated with beautiful cuts, and gives an elaborate description of every part of the process, and of the machinery employed in it; type setting, stereotyping, printing, folding, etc., etc. The "New Monthly" has done more, probably, than any other journal for the culture of the masses; and the biographies, histories and travels it contains are themselves worth, per annum, far more than the price of the work. Four dollars a year. We will furnish it to our subscribers at \$3.50. TEACHER and *Harpers*, for \$4.50.

HARPER'S WEEKLY needs no encomium. It has taken its place among the necessities of the household. Its illustrations, so elegantly engraved, its large range of subjects, and its spirited editorials—all entitle it to first rank. Geo. W. Curtis, Esq., has charge of the editorial department. Price, same as the monthly.

CLARK'S SCHOOL VISITOR.—This popular day school monthly, is now in its tenth volume, and is a magazine for girls and boys of sterling minds. It may be used to advantage as a reading book in schools. J. W. Daughaday, Philadelphia, price 75 cents a year.

THE PULPIT AND ROSTRUM.—This series containing stenographic reports of current speeches, sermons, and occasional addresses, and published by Schermerhorn, Bancroft & Co., New York, has reached its thirty sixth number. The two last (that have come to hand) contain Mr. Bancroft's oration pronounced at the obsequies of President Lincoln; Mr. Bryant's Funeral Ode; President Lincoln's proclamation; his last inaugural, and a sermon by Rev. Henry P. Thompson. Price 15 cents a number.

THE SUNDAY MAGAZINE — Edited by Thomas Guthrie, D.D., and published by Strahan and Company, 178 Grand St., New York; 56 Ludgate Hill, London; and 50 St. Peter St., Montreal — is a royal 8vo of 72 pages, filled with choicest literature, chiefly of a moral and religious character. Each number contains several full page illustrations; several serial articles, that promise to be of more than usual interest, commence in the October number: *Our Father's Business*, by the Editor; *Journal of a Tour through Palestine*, by William Hanna, D.D.; *Annals of a Quiet Neighborhood*, by

the Vicar. \$3,00 a year, now in second volume. Messrs. Strahan & Company also publish *Good Words*, edited by Norman MacLeod, D.D. It takes a high rank among standard periodicals \$3,00 per annum.

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BOOK NOTICES.

A COMMON SCHOOL GRAMMAR of *The English Language*. By SIMON KEEL, A.M., Author of "*Comprehensive Grammar*," etc., New York: Ivison, Phinney, Blakeman & Co., 12mo., pp. 350,  $\frac{1}{2}$  roan.

The many excellencies which this book contains entitle it to a place among the standard elementary works on the English language. Among these valuable features may be noticed the following: 1. An introductory presentation of the grammatical and logical development of the sentence, with copious illustrations and exercises for practice; showing the connection between thought and language, and how the relations in the latter are developed from a few fundamental ideas; 2. As a general thing, whenever a new definition or technical term is to be introduced, the formal expression of it is preceded by a familiar case embracing it, and so the meaning of the term or force of the definition becomes obvious; 3. The syntax is peculiarly full and discriminating, and more care seems to be bestowed upon giving a practical direction to the critical use and meaning of language, than to the elaboration of fine theories whose application is as far off from the apprehension of the student as ever.

The book has faults, but as a whole will stand the test of candid criticism.

A HAND BOOK OF LATIN POETRY. *Containing selections from Ovid, Virgil and Horace, with notes and Grammatical References.* By J. H. HANSON, Principal of the Classical Institute, Waterville, Me., and W. J. ROLFE, Master of the High School, Cambridge, Mass., Boston: Crosby & Ainsworth, 1865, 8vo, pp. 776,  $\frac{1}{2}$  roan.

We have, at last, the school book long needed containing in convenient form an amount of Latin poetry equivalent to that usually required for admission to college. The selections are judicious, and the brief biographies and notes seem all that could be desired. The notes are progressive, those on Ovid being of a more elementary character, and upon Virgil and Horace, successfully more critical—embracing critical grammatical questions, with copious references to the grammars of Andrews and Stoddard, Harkness, Zumpt, and others. Historical and Mythological allusions are explained, and the peculiar idioms in the structure of the text pointed out. The notes inspire the pupil to self-helpfulness, rather than lift him over

the rough places in the way. In typographical execution and paper it is all that could be desired—the clear old-style letter being suggestive of the old times.

AN AMERICAN DICTIONARY OF THE ENGLISH LANGUAGE. BY NOAH WEBSTER, LL.D. *Thoroughly revised, and greatly Enlarged and Improved, by CHAUNCEY A. GOODRICH, D.D., LL.D., late Professor of Rhetoric and Oratory, etc., in Yale College, and NOAH PORTER, D. D., Clark Professor of Moral Philosophy and Metaphysics in Yale College, Springfield, Mass. : Published by G. and C. Merriam, 1864. Royal 4to, pp. lxxii—1,768.*

The recent issue of a "large-paper" edition of this Standard Dictionary, renders this a fitting time to speak more at length of the distinguishing features of the New Illustrated Edition, than our space has heretofore allowed. As early as 1783-5, Dr. Webster had published a Grammar of the English Language, and had gained much celebrity as a forceful political writer. He has the credit of having for the first time, in the public press asserted the value and foreshadowed the necessity of a new constitution of the United States. In 1786, he delivered, in the leading cities of the United States, a course of lectures on the English language. He is the author of one of the first, if not the first pamphlet, after its adoption on the leading principles of the Federal constitution. After several years spent in public life, as conductor of "The Minerva," a daily paper in New York, during which time he produced many valuable papers on political and other subjects, he published, in 1807, a "Philosophical and Practical Grammar of the English Language." He commenced during this year the great work of his life, and one for which his tastes and previous experience peculiarly fitted him, the AMERICAN DICTIONARY OF THE ENGLISH LANGUAGE. In the preparation of his compilation entitled the "Compendious Dictionary" published in 1806, he had become aware of serious defects in many extant works, and determined to remedy them, by a more complete work. He soon found it necessary to commence an extended series of philological investigations, which occupied him for ten years. His *synopsis of words in twenty languages*, the first fruit of his labor, has never been published, but its substance is found in the critical etymologies of his great work. He was, in this particular field, an original investigator, and the results of his researches have since that time enriched many vocabularies. After seven more years of assiduous labor, he went to Paris and Cambridge, where he had access to the best libraries, and the opportunity of consultation with the most learned philologists. After nearly a year, he returned to complete the work, which appeared in 1828, in two volumes 4to. A revised edition, edited by Dr. Goodrich, was published, in one volume 4to, in 1847. This edition is, probably, more largely known than any other. In 1859, Dr. Goodrich added a table

of synonyms, an appendix of new words, pictorial illustrations, etc.—the body of the work, however, being printed from the plates of 1847.

The progress of philological study, so accelerated within the last few years, and the demand which this book hitherto had created for something better, stimulated the publishers to reproduce the great masterpiece, with such emendations, improvements, and additions, as to place it far in advance of any competitor. The amount of talent employed in the revision, the systematized division of labor, and the careful editorial scrutiny to which the whole has been subjected, could not but produce, on the old foundation, a work of singular fullness and accuracy.

In the present edition, the etymologies have been most minutely traced, and reduced, as far as possible, to a consistent system. Where there are two or more spellings sanctioned by competent authority, all are given, but the original radical, and the sundry forms through which it has passed, are in most cases carefully preserved. To Dr. Mahn, of Berlin, this most important work was committed. The original purpose of Dr. Webster, to reduce the definitions to order, giving the radical meaning first, and the others in the order of their development, has been more completely carried out than in the author's own edition; and so careful have been the editors that there seems little further to be desired in this respect. A most careful system of examination of classic authors, ancient and modern, was instituted to obtain proper illustrative citations, and this department is especially rich in usages of the old dramatic writers. The vocabulary comprises upward of 114,000 words, many thousand having been added in this edition. Prof. James D. Dana, assisted by other eminent scientists has contributed most satisfactorily to the large class of terms in science, which the discoveries of recent times have made a necessity. The results of the labors of Dr. Goodrich in the preparation of a table of synonyms, have been incorporated into the body of the work, and such additions made as to give measurable completeness. In pictorial illustrations, there is, if any fault, a redundancy. They are finely engraved, and in the departments of mechanics, engineering, natural history and anatomy, are especially full and discriminating. The appendixes have been carefully reëdited, and several new ones of practical value have been added. A vocabulary of the names of noted fictitious persons, places, etc., can be supplied to the general reader from no other source. A table of nearly 1,200 words gives the pronunciation of Webster, Perry, Walker, Knowles, Smart, Worcester, Cooley and Cull. Another table exhibits more than 1,500 words spelled in two or more ways.

Of the few classes of words whose orthography is most in dispute, the Royal Quarto follows Webster's established usage: 1. Defense, offense, etc., following analogy of other words similarly derived from Latin verbs with supines in *s*; 2. In derivatives from dissyllables not accented on the

second syllable, it follows the general rule in such words as counselor, traveler, worshiper; 3. In center, fiber, theater, and a few others, the analogy of the hundreds of others of their class is followed.

It is a source of pride to Americans, that Webster has long been acknowledged *the* standard abroad, and that his editors retaining all the golden fruit of his labors, have added such rich stores from more modern sources; so that the Great Unabridged is a Thesaurus of knowledge, full, critical,—a compendium of the philological researches of the age.

LIFE OF HORACE MANN. *By HIS WIFE.* Boston: Walker, Fuller & Co. 12mo, cloth, gilt top, pp. 602. Price \$3.00.

Aside from those peculiar elements of character which gave Horace Mann his power, and have enshrined him in the hearts of thousands, his relations to the Massachusetts Board of Education, of which he was the first Secretary, would make the record of his life one of peculiar interest. That relation, however, served only to give a new direction to his energies, and in a wider sphere to organize into the future of the Commonwealth the large-hearted purposes, wisely inaugurated and earnestly pursued, that were characteristics of his unselfish life. It can not be doubted that his would, in some respects, have been a more symmetrical character, had fewer struggles and griefs environed him; yet even when most morbid, he never lost sight of noble projects for the welfare of society; and if he was exacting of others, he never spared himself. A great merit in the biography of a man so singularly pure and honorable, is to give a glimpse at the every day incidents of his life; and this we have in the present volume, in the numerous letters and extracts from his diary, whilst letters from his friends, and extracts from their testimony serve to reveal phases of noble mindedness, generosity and unselfishness, which were else hidden from the public eye. Another might have written more freely of what were the chief excellencies in his character, but the tenderness of a profound sympathy with his great life expresses itself in the simple words of affection with which his wife connects the incidents set forth in the work. It is not without blemishes, in some things that might have been withheld, and others that might have been given; but the friends of public education and public morality will thank Mrs. Mann for giving wider influence to the life of a large-hearted worker in the cause of truth, who being dead yet speaketh.

THE COTTAGE LIBRARY. 1. *Home Ballads, by our HOME POETS.* 2. *The Song of the Shirt, and other Poems, by THOMAS HOOD.* 3. *Under Green Leaves. Collected by R. H. STODDARD.*

The publishers of the above, Messrs. Bunce & Huntington, New York, have commenced, under the title of the Cottage Library, the issue of a series of attractive hand-volumes, containing choice selections from the best poets, and standard productions of the great authors, issued in elegant style, but at a low price, and designed for popular circulation. Each volume is handsomely illustrated, and printed on fine paper. Price 80 cents.



**REMY ST. REMY ; or the Boy in Blue.** By MRS. C. H. GILDESLEEVE. *New York ; James O'Kane, 126 Nassau St., 1865. 12mo. pp. 352.*

The central history in this story is told in a few words. Remy (Miss St. Remy) becomes a soldier and aid to Colonel Berry, whom she tenderly loves, and is brave and self sacrificing in her new character as she is constant and devoted. A "secesh" lover is discarded, and after many perils peace comes and joy crowns the years of waiting and of care. The language, and indeed the incidents are sometimes extravagant, but as a whole the book shows genius and tender sympathy, and a woman's heart. It will repay the reading.

**PRISON LIFE IN THE SOUTH : at Richmond, Macon, Savannah, Charleston, Columbia, Charlotte, Raleigh, Goldsboro' and Andersonville, during the years 1864 and 1865.** By A. O. ABBOTT, *Late Lieut. 1st N. Y. Dragoons. With Illustrations. New York : Harper & Brothers, 1865. 12mo., pp. 374.*

The public have become so familiar with incidents similar to those related by Lieut. Abbott, that any report of the subject matter of this book is unnecessary. The story is well told, and embraces thrilling scenes of cruelty and privation, captures and escape, with a very fair insight into the life of the people, white and black, with whom the author came in contact. It will be long before such barbarities as here narrated will be forgotten.

**HUSBANDS AND HOMES.** By MARION HARLAND, *Author of "Alone," "Hidden Path," etc. New York : Sheldon & Company, 1865.*

A good moral story well told. We have not read it through but our wife likes it, and we presume therefore it takes many a poor Benedict to task and says to refractory ones, "This is the way ; walk ye in it." Miss Harland's reputation as a pleasant story teller is well established.

**HUMOROUS POEMS.** By OLIVER WENDELL HOLMES. *With Illustrations by Sol. Eytinge, Jr. Boston : Ticknor & Fields, 1865. Small 4to, paper, pp. 100. Price 50 cents.*

This beautiful little volume is uniform with the recently published "Companion Poets,"—Tennyson, Browning, Longfellow, and Whittier. It contains most of Dr. Holmes' poems which have appeared in the *Atlantic Monthly*, and some others that have been favorites for years. Among the latter we notice "The Ballad of the Oysterman," "The September Gale," "The Specter Pig," and others. Of the later poems there are mixed with the serio-comic, enough of the tender and pathetic to give them a zest. "The Deacon's Masterpiece, or the Wonderful one Hoss Shay" will never grow old. "The Old Man of the Sea" is a happy conceit, and a perpetual protest against all "buttonholders," and other bores. "Contentment" and "The Old Man Dreams," are among the gems. But nothing further is necessary than to say that these are by Holmes, and that the illustrations are fine, and the paper and printing in the best style of the University Press.

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ALBANY, July 29th 1868.

DR. T. S. LAMBERT.—Dear Sir: I have examined with much care and great  
interest your recent work on Physiology, Ac., and feel my inability to  
speak of it as its merits deserve. \* \* \* \* \* Of the paper, type, ink and  
gravings, the general "make up" of the book, I need not speak; they speak  
themselves at a glance, most admirably and eloquently. \* \* \* \* \* The  
book should find its way into our schools, and into every family as well; its  
reproduction to the latter would be promoted by placing it in every district library,  
and I recommend it for this purpose to the attention of school officers  
throughout the state.

Very truly yours,

ERRICSON W. KEYS, Deputy Superintendent.

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what his text-book might be. And we must say our expectations have been  
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FEBRUARY, 1888.

Vol. VII, No 5.

THE  
NEW YORK TEACHER.

ORGAN OF THE

New York State Teachers' Association,

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

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OSWEGO NORMAL & TRAINING SCHOOL.

# NEW YORK TEACHER.

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NEW SERIES.] FEBRUARY, 1866. [VOL. VII. No. 5.

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## Oswego Normal and Training School.

The frontispiece of this number presents a view in perspective of the building recently purchased and fitted up by the Oswego Board of Education for a State Normal School. The building is located in the most delightful part of the city and overlooks the entire town, the lake, river and harbor, and adjacent country. It is surrounded by ample grounds, and in its internal arrangements is happily adapted to the purpose for which it is designed.

The main part and centre of the building is constructed of a beautiful limestone, found on the shores of Lake Ontario. The wings are of wood and are large and spacious. It is designed to accommodate from 250 to 300 pupils in the Normal Department, and 600 children in the Model and Practicing Schools.

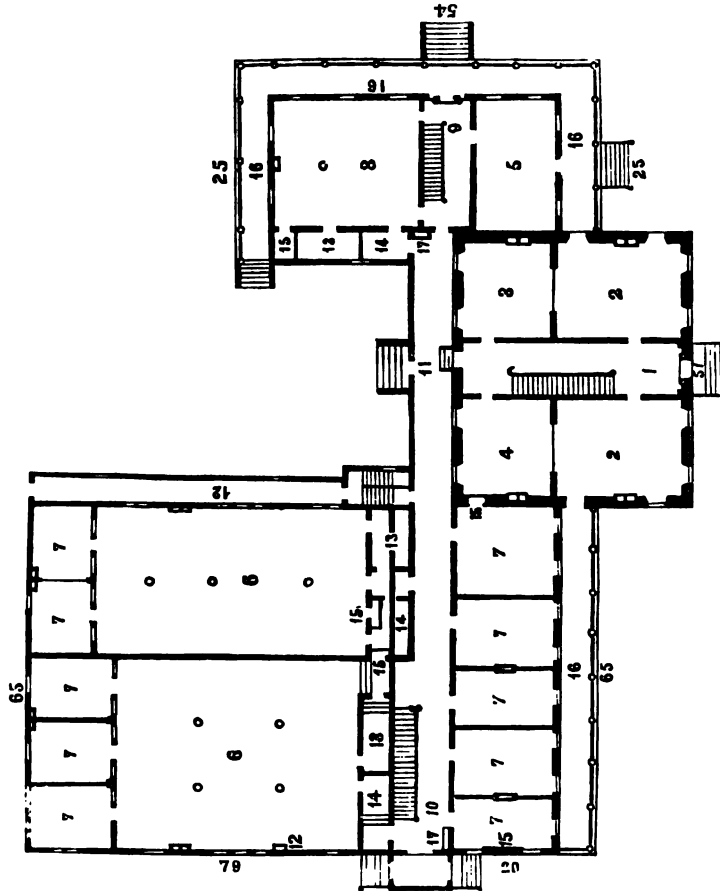
Its entire length in front from east to west, is 153 feet, and it extends back 130 feet. The ground plan of each floor is presented herewith.

The building is an ornament to the town and an honor to the Board of Education and citizens of Oswego, who have so liberally provided for the professional education of the teachers of the state — a provision certainly, very much demanded.

This school, which has been in operation since the spring of 1861, and for the last two years under the patronage of the state, is to occupy the new building on the 28th day of February next. At that time it is to enter upon a much more extended curriculum than heretofore, embracing all that is usually taught in the best Normal Schools in the country, in addition to a thorough course of instruction and training in methods of teaching. The teaching of the



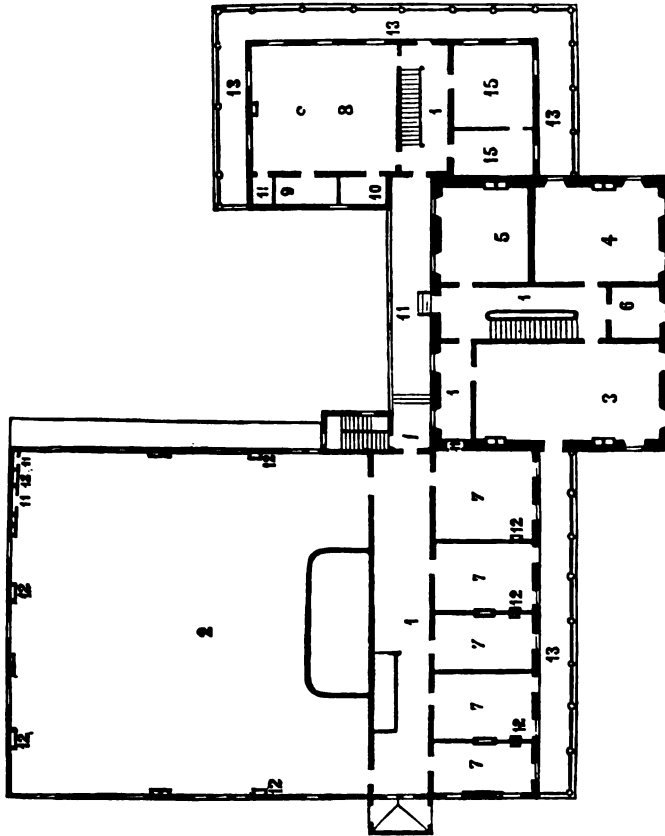
various branches is regarded rather as a necessity than as the appropriate work of the school. It is designed as a preparation for the more legitimate work of *instruction in the principles and philosophy of education, and training in methods of teaching.*



FIRST FLOOR.

1. Hall and main entrance to Normal School.
- 2, 2. Recitation rooms for Normal School.
3. Laboratory and chemical apparatus.
4. Philosophical apparatus and cabinet. Between the rooms 2 and 3, 3 and 4, are sliding doors, so that two rooms can be thrown into one when required.
5. Office.
- 6, 6. Assembly rooms of practicing schools.
- 7, 7, 7, 7, 7, 7, 7, 7. Recitation rooms for pupil teachers.
8. Model graded school room.
9. Girls' hall and main entrance to Model and Practicing Schools.
10. Boys' hall and main entrance to Model and Practicing Schools.
11. Entrance from court yard.
12. Covered passage way to water closets.
- 13, 13, 13. Girls' cloak rooms.
- 14, 14, 14. Boys' cloak rooms.
- 15, 15, 15, 15. Teachers' closets.
- 16, 16, 16, 16. Piazzas.
- 17, 17. Sinks for soft water.

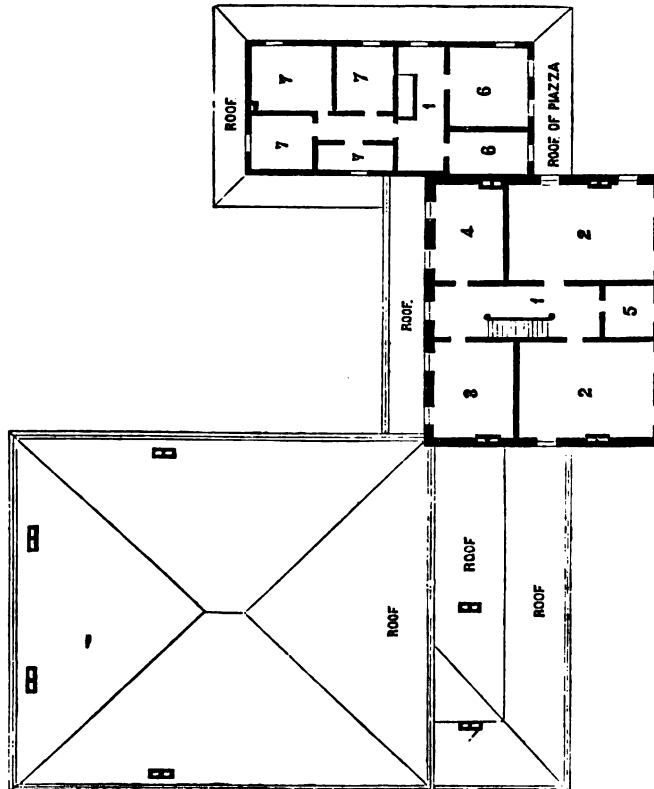
The school is to be arranged in two distinct departments, Elementary and Higher. The "Elementary Training Course" will occupy two terms of twenty weeks each. The first term is to be devoted to instruction in the principles and philosophy of education, methods of teaching, school organization and government. Special attention will be given to the best methods of teaching and managing Primary Schools. The methods pursued will be those



SECOND FLOOR.

1, 1, 1, 1, 1. Halls. 2. Assembly room and hall, capable of seating from 800 to 1,000 persons. 3. Lecture room. 4. Natural history room. 5. Ladies' dressing room. 6. Teachers' dressing room. 7, 7, 7, 7, 7. Recitation rooms for pupil teachers, with children from practicing schools. 8. Model ungraded school room. 9. Cloak room for girls. 10. Cloak room for boys. 11, 11, 11, 11. Teachers' closets. 12, 12, 12, 12, 12, 12, 12, 12. Ventilators (Robinson's). 13, 13, 13, 13, 13. Piazzas. 14. Stairway and covered passage. 15, 15. Janitor's rooms.

sometimes termed "intuitive" or "objective," but more popularly known as "Object Teaching."



THIRD FLOOR.

1, 1. Halls. 2, 2. Recitation rooms. 3. Library and reading room. 4. Gentlemen's dressing room. 5. Apparatus room. 6, 6. Janitor's rooms. 7, 7, 7, 7. Rooms for the solitary confinement of refractory children. These rooms are properly warmed and lighted.

The subjects considered will embrace all those usually pursued in the common schools of the state.

Instruction will be given as to the best methods of teaching these branches at every step of the child's progress, from the time of first entering school to the completion of the subjects, illustrated by frequent model and criticism lessons. The second term will be devoted to observation and practice in the Model and Practicing Schools under the direction of the most competent critics. One

hour each day will be devoted to instruction in methods of giving object lessons, lessons on form, size, color, weight, sounds, animals, plants and moral instruction.

Pupils having completed this course will receive a diploma, which will serve as a certificate of qualification to teach in any of the common schools of the state.

Pupils to enter this class must be able to pass a satisfactory examination in all the common English branches. Those not properly qualified may enter the "Elementary Preparatory Class," which occupies one term of twenty weeks, and is designed to give thorough drill in reading, spelling, writing, analysis of words, grammar, geography, history, arithmetic, book-keeping, drawing, and elementary algebra.

No pupil, however, will be admitted into this class who has not a fair knowledge of all except the three last named branches.

The "Higher Training Course" occupies one term, and is devoted to a consideration of the best methods of teaching the branches usually pursued in the high schools and academies of the state. Much time will be devoted to teaching under criticism, to model and criticism lessons, sub-lectures, and to the study of the history and philosophy of education, school laws, school organization and discipline. On completing this course an appropriate diploma will be conferred. To enter this class pupils will be required to sustain a competent examination in higher arithmetic, algebra, geometry, grammar, rhetoric, geography, history, natural philosophy, chemistry, botany, astronomy, mental and moral philosophy, and drawing.

Pupils not properly qualified in these branches, may enter the "Higher Preparatory Course," which covers three terms of twenty weeks, and pursue such branches as may be necessary to fit them for the "Training Course." The time necessary to spend in the "Preparatory Course" depends entirely on the proficiency and ability of the pupil. To a pupil conversant with none of the branches, three terms, of twenty weeks each, will be required.

To enter this department a pupil must be able to pass a thorough examination in all the branches of the "Elementary Course." Full courses of lectures will be given in the various branches of natural science, throughout both departments.

The Model and Practicing Schools are separate and distinct in

their design and character. The former are designed as models of excellence in organization, teaching and discipline, and are taught exclusively by paid teachers.

The latter are employed as schools of practice, as the name implies, for the pupil teachers.

Each class of scholars embraces every grade from the Primary to the High School.

The school is free to all who are properly qualified to enter, and who, on recommendation of the School Commissioner or Board of Commissioners of the county in which they reside, receive the appointment of the State Superintendent of Public Instruction.

There is no charge for books or tuition, and the traveling expenses of the pupils in coming to the school are refunded at the close of each term.

An able and efficient corps of teachers has been employed, and no effort will be spared to make the school one of a high order.

Circulars giving full information in regard to the school may be obtained through the State Superintendent, or E. A. Sheldon, of Oswego, the Superintendent of the school.

---

### Boarding Round.

—  
BY AMORY H. BRADFORD.  
—

I shall not attempt a critical discussion of merits and demerits of Boarding Round, but rather a few recollections of that peculiar custom which looms up dark and dread to the novice in teaching.

There is no peculiarity of the teacher's life more abused than this. Prejudice has arrayed itself against it. The over-fastidious taste of many is "shocked at the idea." Those who instruct simply for pecuniary benefit are drawn up in determined and unrelenting hostility to a system which necessarily deprives them of much time that is desired for personal advantage. Examine the reasons assigned by the opponents of boarding round, and you will find that generally they are purely selfish.

The desire of innovation also, of making our own age distinct from every other, has had its influence with our common school teachers.

In our desire for advancement we often seek simply change. A determination to be peculiar is frequently mistaken for a genuine love of progress. Here is this principle manifest. Our fathers boarded round when teaching; hence we must not.

We love the good old custom. Here is found some of the discomforts, but just as truly much of the joy of the teacher's life. Around the hearth-stones of humble firesides cluster the fondest recollections of many who year after year have taught the district school. To be sure, here as everywhere, the bitter is mingled with the sweet. Yet who shall say it is not better for the teacher and those whom he instructs, that after a "long, long weary day's" unceasing toil, he is obliged to walk a mile or two, have his mind diverted by new scenes, and his soul warmed and expanded by the goodly cheer of the farm house. The fare may not be such as Delmonico recently set before the great British capitalist. The dinner may be served without dessert. You may even be asked, — perhaps bluntly, — but nevertheless kindly, — to "take right hold and help yourself." What matters it? we should look at the spirit, and not the letter of the invitation.

After tea, suppose the father does want to talk politics? It is not unlikely that there may be some things learned about the various political struggles in our country of which we never thought before. The choicest diamonds are often imbedded deepest in mire. There are elements of power beneath the rough exterior of many American farmers, which, if occasion demanded it, would exert a commanding influence upon the history of our republic. A tanner has become a lieutenant general; a rail-splitter both the nation's president and martyr. There may be something yet to be learned from our obscure citizens. But perhaps I am straying. Yet I wanted to show that some of the grandest lessons possible to be learned are gained by boarding round. We may hear and read of men who are poor, yet rich; obscure, yet noble; but we truly realize the fact only when the iron pen of experience has written it upon our minds. He who has boarded round knows that many of our "small-fisted farmers" in strength of character, extent of essential political and general knowledge, are the peers of the proudest courtiers of Europe. By association with such minds our own characters are strengthened, our perceptions sharpened, our experience enlarged. I do not claim that this practice is always pleasant, but that it may be usually both pleasant and profitable.

But I was simply intending to relate some recollections of boarding round. The real value of the system is best proved by the pleasantest reminiscences that veteran teachers are fond of rehearsing.

Many happy hours does the faithful teacher spend in living over these joyous scenes. Willingly does he bid memory summon back the departed years of happiness and youth. To-night those thoughts are sweeter than ever to me, as I sit all alone looking at the embers which are fast crumbling into ashes, and watching a flickering flame, whose shadowy fingers are painting shapes fantastic upon my chamber walls. Yes, those were joyous days. How kind those old faces seem, peering familiarly at me from the coals on the grate. Those scenes are sacred to me; are they not to you, brother teacher?

There was one fireside which a brother had just left to join in the wild unrest of the metropolis. The mother, oh! how her motherly heart yearned for his welfare! She looked to the teacher for sympathy and comfort. How one is ennobled when a mother, another's mother turned to him for consolation. A different recollection arises at the thought of that large white house in the valley. There was a young woman, beautiful, accomplished, beloved. One worthy to be loved had sought and won her love. He heard his country's call and went manfully forth to engage in the good fight for freedom and Union. A bullet pierced his young heart, and now at Gettysburg he sleeps in a grave unmarked, unknown. The teacher's welcome here was kind, but sad; his recollection of it is as sweet as sad.

But I almost forgot that wedding at the trustee's. Did you ever attend a wedding in the country? They are indescribable, inimitable, natural. Not so much display, not so much refinement, if you please; but vastly more of heart than often belongs to similar occasions in the city.

But my tenderest, saddest welcome was in that quiet little cottage under the hill, from which the hope, the flower of a little family flock had, soft as a sun beam, passed to the land where sorrow never comes. At eventide the father, half forgetful, would call; and as his little pet came not would go aside to weep. The mother was a Christian. The same invisible hand that guides the movements of the spheres sustained her. She believed that this affliction would work out a far more exceeding and eternal weight of glory; that when together they should tread the gold-paved street of the New

Jerusalem, the voice of her dead yet living Anne would ring out the anthem of praise, full, clear and joyous as in days of yore. Who believes that association with such scenes is not beneficial? Who believes that in a circle where heart meets heart, we are not ennobled?

The last scene comes after the others have retired, and you are left alone in the parlor to seek, when you please, your bed in the parlor chamber. How reverie claims you. You look at the expiring fire and dream. The years glide by. You follow that family down the dim and uncertain future. Relentless time bears you onward. The family, your school, yourself, are rolled hither and thither by succeeding years. The last spark in the fire-place glimmers and expires. You sleep. Soon the barking of the house dog arouses you; you retire and all is still.

I have thus written down some recollections of my experience as a teacher. I loved boarding round. In my heart I say, blessed be that good old custom! Twice and three times blessed be memory, that golden clasp, which unites the living present with the dead past.

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**Let Pupils Observe Their Own Mental Processes.**

It is the duty of the teacher as his pupils advance in knowledge to direct their attention to their different studies as illustrating different mental operations. Though mental philosophy may not be taught in school as a distinct branch of study it may be so illustrated, and the attention so directed to what the mind does, that the knowledge gained may be as useful as that acquired in regular recitations. Formal statements and many metaphysical terms are not necessary. Let the pupil observe his own mind — how he perceives, how he remembers, how he compares, and generally, how he gains knowledge. As each mental process is observed he may safely be trusted with its name.

The pupil knows vaguely what it is to compare. After some recitation, when a few minutes can be gained, cause him, by means of weights, colors, or other things, to observe that, in comparing, we discover the relation between things of the same kind, or between things that have some common property. Give him two weights,



and let him observe how his mind passes from one to the other, in order to note which is the heavier. Place two marks of nearly the same length at some distance from each other, and let him observe how he looks first at one and then at the other to determine which is the longer. Illustrate till he observes what the mind does in comparing. Cause him to discover that we do not really compare objects themselves, but only certain qualities or properties which objects have in common. Let him notice that in stating the result of comparison, we always take one thing as a standard, unit or known quantity, and state the relation which some object before unknown bears to this known quantity or unit. "John is taller than James." The tallness of James is here the known quantity or standard; it only means that John possesses the quality of tallness indefinitely in excess of James. Notice, also, that where we only wish to state relations, the statement may be made in two ways: we may say "John is taller than James," or "James is shorter than John." We may say one is one half of two, or two is two times one.

Now let the pupil observe language and see how whole classes of words are merely expressions for the result of the mental process of comparison. "A large tree." Since nothing is absolutely large or small, the tree is relatively large; that is, it is large when compared with other trees. "A cold day" — not absolutely cold, but cold when compared with other days of that season. A large class of descriptive adjectives as well as many nouns are seen to be expressions for relations determined by comparison. If now the pupil observes the comparison of adjectives, it is no longer an unmeaning repetition of *wise, wiser, wisest*. *Wiser* means that two characters being compared, one is found to possess more of the quality, wisdom, than the other, while *wisest* tells us that one character, being compared with a definite number of other characters, is found to possess more of the quality wisdom, than any of them. In this way language comes to have a new meaning and value — to be really and truly the expression of thought.

In arithmetic much of all that is done is to compare. To weigh or to measure is to compare. A fraction is such only by its relation to some assumed unit. To ask what part one thing is of another, is to compare those things. Ratio is nothing but the comparison of one number with another taken as a standard, while in proportion we only compare ratios. Indeed, number

itself seems to be only an expression for the two ideas of individuality and relation.

If pupils are thus caused generally to recognize the operations of their own minds, it must happen that the knowledge gained shall have greater unity, and become more fully a part of themselves. They finally recognize mind and the external world as two factors whose product is knowledge.

A. G. M.

---

*From Good Words.*

**Lessons from a Shoemaker's Stool.**

BY JOHN KERR, H. M. INSPECTOR OF SCHOOLS.

In the course of my wanderings I had the good luck not long ago to fall in with a very remarkable and interesting old man, James Beattie, of Gordonstone, a village of about a dozen of houses in the parish of Auchterless, in the northeast corner of Aberdeenshire. He is a shoemaker, but has conjoined with his trade the teaching of all the children in his neighborhood. It is remarkable how largely the shoemaking profession bulks in the public eye in this respect. John Pounds, the Portsmouth cobbler, was the founder of ragged schools in England; and George Murray, of Peterhead, also a shoemaker, formed the nucleus from which the Union Industrial Schools of that town have sprung. Many others might be mentioned. Probably scientific investigation may hereafter explain this affinity between leather and philanthropy.

Mr. Beattie is now eighty-two years of age. For sixty of these he has been carrying on his labor of love, and he means to do so as long as he can point an awl or a moral, adorn a tale or a piece of calf-skin. He has sought no reward but that of a good conscience. None are better worthy of a recognition in *Good Words* than the systematic, unobtrusive doer of good deeds, and probably few will grudge James Beattie the honor.

While in this neighborhood a friend of mine gave me such an account of him as made me resolve to see him if possible. By making a start an hour earlier than was necessary for my regular duty, I had no difficulty in making out my visit to him. His

workshop being pointed out to me — a humble, one-storied house, with a thatch roof, and situated in quite a rural district — I went up to the door and knocked.

I hope the three hundred and odd school managers with whom I am acquainted in the north of Scotland will excuse me for saying here that this ceremony — the knocking — ought always to be gone through on entering a school. It is not, perhaps, too much to say, that, so far as I have observed, it is almost invariably neglected. The door is opened, and an unceremonious entrance is made, by which not only is the teacher made to feel — I know he feels it — that he is not the most important person there, which is not good; *but the pupils are made to see it*, which is very bad. I am aware that this is sometimes due to the fact that the teacher and managers are on the most familiar terms. It is not always so; and even when it is so I venture to think that the courtesy of a knock should be observed. I have never once, when I was alone, or when it depended on me, entered a school without knocking. This, however, by the way.

I had got the length of knocking at James Beattie's door, which was almost immediately opened by a stout-built man under the middle size, with a thoroughly Scotch face, square, well-marked features, eyes small and deeply sunk, but full of intelligence and kindness. The eyes, without having anything about them peculiarly striking, had a great deal of that quiet power for which I can not find a better epithet than sympathetic. They are eyes that beget trust and confidence, that tempt you somehow to talk, that assure you that their owner will say nothing silly or for show; in short, good, sensible, kindly eyes. His age and leathern apron left me in no doubt as to who he was. I said, however, "You are Mr. Beattie, I suppose?"

"Yes," he replied; "my name's James Beattie. Wull ye no come in oot o' the snaw? It's a stormy day."

"Perhaps," I said, "when you know who I am you won't let me in."

"Weel, at present I dinna ken ony reason for keepin' ye oot."

I then told him who I was; that I was on my way to Auchterless Female School (about two miles off), that his friend, Mr. C——, had been speaking to me about him, and that, as I was almost passing his door, I could not resist calling upon him, and having a

friendly chat with one who had been so long connected with education. I added that I did not wish to see his school unless he liked, and that if he had any objections he was to say so.

"Objections," he replied, "I never hae any objections to see onybody that has to do wi' education. It has aye been a hobby o' mine, and I daursay a body may hae a waur hobby. You that's seein' sac mony schules will be able to tell me something I dinna ken. Come in, sir."

In his manner there was no fussiness, but a most pleasing solidity, heartiness and self-possession. He did not feel that he was being made a lion of, and he evidently did not care whether he was or no. I went in, and, as a preliminary to good fellowship, asked him for a pinch of snuff, in which saw he indulged. The house, which does double duty as a shoemaker's stall and school room, is not of a very promising aspect. The furniture consists of a number of rude forms and a desk along the wall. So much for the school room. In the other end are four shoemaker's stools, occupied by their owner's lasts, straps, lap-stones, hammers, old shoes, and the other accompaniments of a shoemaker's shop. Two or three farm servants, whose work has been stopped by the snow storm, had come in, either to pass an idle hour in talk or in the way of business.

There were only ten pupils present, a number being prevented by the snow and long roads. When I went in some of them were conning over their lessons in a voice midway between speech and silence, and one or two were talking, having taken advantage of the "maister's" going to the door to speak to me, and the noise called forth from Mr. Beattie the order, "Tak' your bookies, and sit peaceable and dacent, though there's few o' ye this snawy day. Think it a', dinna speak oot; your neebours hear ye, and dinna mind their ain lessons."

This is, I think, very good: "Although there's very few o' ye this snawy day," your responsibility is individual, not collective. Many or few, the object for which you are here is the same, viz: to learn your lessons and behave properly. The snow storm has kept many away, but it furnishes no excuse for noise or idleness. The old man's "though there's few o' ye" thus involved a great principle that lies at the root of all true teaching.

The order was obeyed to the letter. James pointed out a seat for me on one of the forms, took up his position on his stool, and he

and I began to talk. I am tempted to give it, to the best of my recollection, in his simple Doric, which would loose much by translation.

"You will not be very well pleased" I remarked, by way of drawing him out, "about this fine new school which has just been opened at Badenscoth. It will take away a great many of your scholars."

"O man!" he replied, "ye dinna ken me, or ye wudna say that. I hae just said a hunder times, when I heard o' the new schule, that I was thankfu' to Providence. Afore there was ony talk o' the new schule, I hae stood mony a time wi' my back to the fire lookin' at the bairnies when they were learnin' their lessons, and whiles takin' a bit glint up at my face—for I think some o' them like me—and I've said 'Oh, wha'll mind thae puir creatures when I'm awa'?' Ye ken," he continued, "I canna expect muckle langer time here noo. Ay, even if I werna an auld dune man, as I am, I wud hae been thankfu' for the new schule. I hae maybe dune as weel's I could, but a' my teachin', though it's better than naething, is no' to be compaerd wi' what they'll get at a richt schule."

"It is quite true," I said, "that you labor under great disadvantages, having both to teach and to attend to your work at the same time."

"Weel, it's no sae muckle that, as my ain want o' education."

"You have had a long education," I replied.

"That's just what a freen o' mine said to me ance, and I mind I said to him, 'That's the truest word ever ye spak. I've been learnin' a' my days, and I'm as fond to learn as ever.'"

"But how do you manage to teach and work at the same time?"

"Ye see," he replied, "when I'm teachin' the A B C, I canna work, for I maun point to the letters; but when they get the length o' readin', I ken fine by the sense, withoot the book, if they're readin' richt, and they canna mak' a mistak but I ken't."

Well said by James Beatie! He has discovered by common sense and experience the only true test of good reading, "by the sense, without the book."

"In spite of your want of education, however," I said, "I understand that you have old pupils in almost every quarter of the globe, who are doing well, and have made their way in the world through what you were able to give them. I have heard, too, that some of them are clergyman."

"Ay, that's true enough," he replied; "and some o' them hae come back after being years awa', and sat doon among the auld shoon there whar they used to sit. And I've got letters frae some o' them after ganging a far away that were just sae fu' o' kindness and gude feelin', and brocht back the auld times sae keenly, that I might maybe glance ower them, but I could na read them oot. Ah, sir! a teacher and an auld scholar, if they're baith richt at the heart, are buckled close thegither, though the sea's atween them. At ony rate that's my experience."

"See sir," he continued, holding out a point of deer's horn, "there's a' I hae o' a remembrance o' ane that's in Canada, a prosperous man noo, wi' a great farm o' his ain. While he was at the schule here, he saw me making holes wider wi' a bit pointed stick, and he thocht this bit horn wud do't better—and he wasna far wrang—and he gied it to me. Weel, he cam back years and years after, and I didna ken him at first. He had grown up frae being a bairn no muckle bigger than my knee to be a buirdly chield. I made oot wha he was, and as I was workin' and talkin' to him, I had occasion to use this bit horn. 'Gude hae me,' says he, 'hae ye that yet?' 'Ay,' said I, 'and I'll keep it as lang as I hae a hole to bore!'"

Returning to the subject of teaching, I said—"How do you manage after they have got the alphabet, and what books do you use?"

"Weel, I begin them wi' wee penny bookies, but its no lang till they can mak' something o' the Testament, and when they can do that, I choose easy bits oot o' baith the Auld and New Testaments, that teach us our duty to God and man. I dinna say that it's maybe the best lesson-book, but it's a book they a' hae, and ane they should a' read, whether they hae ither books or no. They hae 'collections' too, and I get them pamphlets and story books, and when I see them gettin' tired o' their lessons, and beginning to tak' a look about the house, I bid them put by their 'collection,' and tak' their pamphlets and story books. Ye ken' bairns maun like their books."

Well said again! "Bairns maun like their books"—a necessity far from universally recognized either by teachers or the makers of school books. Many a healthy plant has been killed by being transplanted into an ungenial soil and kept there, and many a promising school career has been marred or cut short by books that "bairns couldna like."

"You teach writing, arithmetic and geography too, I suppose, Mr. Beattie?"

"I try to teach writin' and geography, but ye'll believe that my writin's naething to brag o', when I tell ye that I learnt it a' mysel'; ay, and when I began to mak' figures, I had to tak doon the Testament, and look at the tenth verse, to see whether the 0 or the 1 cam' first in 10. I can learn them to write a letter that can be read, and, ye ken' country folk's no very particular about its being like copperplate. Spellin's the main thing. It doesna mak' (matter) if a bairn can write like a clerk if he canna spell. I can learn them geography far enough to understan' what they read in the newspapers, and if they need mair o't than I can gie them, and hae a mind for't they can learn it for themsels. I dinna teach countin'. Ony man in my humble way can do a' that on his tongue. At ony rate I've aye been able. Besides I couldna teach them countin'. It wud mak' sic an awfu' break in my time. When my ain grandchildren hae got a' I can gie them, I just send them to ither schules."

"What catechism do you teach?" I asked.

"Ony ane they like to bring," he replied. "I'm an Episcopalian mysel', but I hae leev'd lang enough to ken, and, indeed, I wasna very auld afore I thocht I saw that a body's religious profession was likely to be the same as his father's afore him; and so I just gie everybody the same liberty I tak' to mysel'. I hae established Kirk and Free Kirk, and Episcopal bairns, and they're a' alike to me. D'ye no think I'm richt?"

"Quite right, I have no doubt. The three bodies you mention have far more points of agreement than of difference, and there is enough of common ground to enable you to do your duty by them, without offending the mind of the most sensitive parent. I wish your opinions were more common than they are."

During the conversation the old man worked while he talked. He had evidently acquired the habit of doing two things at once.

[TO BE CONTINUED.]

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HAPPINESS AND WISDOM—There is this difference between happiness and wisdom. He that thinks himself the happiest man, really is so; but he that thinks himself the wisest, is generally the greatest fool.

**Liberia and America.**

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At the annual meeting of the National Teachers' Association in Harrisburg, a notable feature, comporting well with the catholicity of the proceedings, was the presence of Prof. A. Crummell, a graduate of Cambridge (Eng.) University, and President of the College in Liberia, Africa. Prof. Crummell is a negro, with no tinge of white blood. He was introduced by Mr. Northrop, of Mass., the State Educational agent, and briefly addressed the Association.

The *Illinois Teacher* says :

"Those who heard the speech and saw the professor will also bear testimony to the gentlemanly, dignified, and modest bearing that marked him. The speech was extemporaneous,—there had been no time for preparation,—and it was delivered with an ease, a grace, a fluency and a modesty that would have done credit to any man on the floor. Words seemed to fall from his lips with a force and an elegance that we rarely see attained."

He spoke as follows :

THE BLACK PROFESSOR'S SPEECH.

"I thank you, sir, and the gentlemen of this Association, for the honor you have conferred upon me. I take it as an evidence of American interest in the Republic of Liberia, and as a compliment to the College with which I am connected in that country. I need not say, sir, how deeply interested I have been in the two reports which have been read this afternoon; and in the zeal which has been manifested in behalf of my brethren in your Southern States. I am an American negro; and I feel the deepest interest in every thing which pertains to the welfare of my race in this country. A citizen of that infant Republic which has been planted by American beneficence on the west coast of Africa, my heart and all its sympathies still linger with the deepest regards upon the welfare and progress of my brethren who are citizens of this nation. More especially am I concerned just now by the great problem which comes before you in the elevation and enlightenment of the 4,000,000 of my brethren who have just passed from a state of bondage into



the condition of freedmen. The black population of this country have been raised by a noble beneficence from a state of degradation and benightedness to one of manhood and citizenship. The state upon which they have entered brings upon them certain duties and obligations which they will be expected to meet and fulfill. But in order to do this they must be trained and educated by all the appliances which are fitted to the creation of superior men. The recommendations which have been suggested in the report just read are the best and most fitting. Colored men are, without doubt, the best agents for this end. Teachers raised up from among themselves—men who know their minds—men who have a common feeling and sympathy with them—these are the men best adapted to instruct, to elevate, and to lead them. And it is only by such teaching and culture that the black race in this country will be fitted for the duties which now devolve upon them in their new relations. These people are to be made good citizens. It is only by a proper system of education that they can be made such citizens. The race, now made freedmen among you, owes a duty to this country—a duty which springs from the great privileges which have been conferred upon them. Some, perhaps, would prefer to use the word 'right' instead of privileges, and I have no objection to that word; but I am looking at the matter rather in the light of the divine mercy and goodness. As a consequence of receiving such a large gift and boon as freedom, my brethren owe great obligations to this country, which can only be met by becoming good, virtuous, valuable citizens, willing and able to contribute to the good and greatness of their country. For this is their home. Here they are to live. Here the masses will likely remain for ever. For no reasonable man can suppose it possible to take up four millions of men as you would take up a tree—one of your old oaks or an old elm, stems, roots, stones and earth—tear it up from the sod and transplant it in Europe or Asia. The black race in this country are to abide, and to meet the obligations which will for ever fall upon them in this land, and to prove themselves worthy of the privilege to which they have been advanced; they need schools, instruction, letters, and training. But not only do the black race in this country owe duties to this country; they owe a great duty to Africa likewise. Their fathers were brought to this country and placed in bondage; and their children, in subsequent generations, notwith-

standing all the evils they have endured, have been enabled to seize upon many of the elements of your civilization. Fourteen thousand of my brethren, American black men, have left this country and carried with them American law, American literature and letters, American civilization, American Christianity, and reproduced them in the land of their forefathers. We have gone out as emigrants from this republic to the shores of heathen Africa, and re-created these free institutions and a nation modeled after your own.

“Sir, I might stand here and speak of wrongs and injuries, and distresses and agonies, but I prefer rather to dwell upon those adjustments and compensations which have been graciously evolved out of Divine Providence; and which have fitted them to a great work for good, not only here in this country, but likewise in Africa. The black race in this country, as they increase in intelligence, will have to think of Africa; will have to contemplate the sad condition of that vast continent; will have to consider their relation to the people of Africa; must per force do something for Africa. And thus it will be that, while you are educating my brethren for their duties in America, you will be benefiting Africa. The black men in America are an agency in the hands of the American people, by whom they are enabled to touch two continents with benignant influences. For not only through them will they be shedding intelligence and enlightenment abroad through *this* country, but they will also in this manner raise up a class of men as teachers and missionaries, who will carry the gospel and letters to the land of their forefathers; and thus the American people will be enabled to enlighten and vivify with the influence of Christianity the vast continent of Africa.”

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**The Ocean.**

The whole globe is none too large for the dwelling place of mankind. While animals are confined to certain zones or meridians man claims for his residence and harvest-field no less than all the surface of the world. Now it is somewhat remarkable, that in teaching children, many virtually deny this ennobling distinction, and, by their instruction, intimate that man ought to be pent up in that same scanty area not at present covered by the ocean. It is not, indeed, a slander to affirm, that a geography is an imposture, if, purporting to be a description of the surface of the earth, it

turn out to be only a description of certain fragments of the surface while no description at all is given of that larger portion, which, from day to day, is renewing to us all the benefits of climate and healthful atmosphere. In fact, the water seems to be considered merely as a good means of getting about among the continents and islands, which is about as if one should say that the ellipse is chiefly of use in puzzling the student of the "conic sections," passing by the fact that it stands the model of the planetary orbits. In taking our scholars a journey on the map, we have many things to tell them concerning the regions we visit; but, being smitten with silence as soon as we get in sight of the sea, do not regain our former loquacity until land is reached. A body of water big enough to swallow several Americas we probably dismiss in this sort of a sentence: "Having crossed the Pacific Ocean we come to China;" and once within that unhealthy empire, it is likely enough that we may find time to speak of the Ming dynasty, or tell a story of Timour or Confucius.

How much, let us ask, does a tolerably bright class in Warren's Intermediate Geography know about three quarters of the earth's surface? Though it may be aware that the oceans are bodies of salt water containing whales, it is doubtless ignorant of other as plain facts, such as that great quantities of vegetation grow upon them, and that myriads of birds hover over them. Still less would the class probably tell of the winds that never wander beyond the tropics, or of the river that rises in the Gulf of Mexico. Keeping in mind the highest object of education, I can not see why it is not as well to study fronds of kelp, as those of a land plant; or to follow the course of the equatorial drift three thousand miles across, as of some obscure river in Tartary. Surely, the evolution of currents, and the tides, and the trade winds, and the Sargasso Sea, are more suggestive of a kind providence, than to learn the cause of the Peloponnesian war, the number slain in Braddock's defeat, or whether Hannibal really did split rocks with vinegar when he crossed the Alps.

More than the reader may at first imagine can be urged in favor of the statement that we have exhausted the land. We have described its configuration, its rivers, its mountains and its plains; have told of its inhabitants and their customs, the forefathers of these and their customs; narrated all the wars that have happened, besides several very bloody ones that we suspect never did happen;

and, moreover, have on hand a rich assortment of false religions and exploded philosophies. Then, having been thus regardful of the countries on top, we descend into their bowels, and presently emerge with a parcel of unutterable names, with which to scatter the wits of our pupils: meanwhile, the ocean (without which we could not live a day) is scarcely noticed by any, unless a sailor, or a merchant hurrying from dry land to dry land, or a few sick men, thinking only of their aches and coughs.

It is the fashion, I know, to laugh at the sea. N. P. Willis says it is tiresome, and Henry Ward Beecher, likewise, does not think it beneath him to get up little jokes against it. A good teacher, nevertheless, soon sees through all these witticisms, and will take pains to explain to his classes, that it is only the map-maker who paints the sea as an irregular patch of vacancy. For God has not only made it the fountain of comfort, with its incessant streams of refreshment for the land, but He has also here established the kingdoms of animals and plants, and filled it with other marvels, which would preach powerfully of His goodness, if we would only listen.

SONOMA, in *California Teacher*.

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**The Wind as a Musician.**

The wind is a musician by birth. We extend a silken thread in the crevices of a window, and the wind finds it and sings over it, and goes up and down the scale upon it and poor Paganini must go somewhere else for honor, for lo! the wind is performing upon a single string. It tries almost anything on earth to see if there is music in it: it persuades a tone out of the great bell in the tower, when the sexton is at home and asleep; it makes a mournful harp of the giant pines, and it does not disdain to try what sort of a whistle can be made out of the humblest chimney in the world. How it will play upon a tree until every leaf thrills with the note in it, and the wind up the river that runs at its base in a sort of murmuring accompaniment! And what a melody it sings when it gives a concert with a full choir of the waves of the sea, and performs an anthem between the two worlds, that goes up, perhaps, to the stars, which love music the most and sung it the first. Then, how fondly it haunts old houses; mourning under eaves; singing in the halls, opening the old doors without fingers, and singing a measure of some sad old song around the fireless and deserted hearths. — *California Teacher*.

## Resident Editor's Department.

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### MISCELLANY.

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THE TEACHER AND GREENBACKS—*Special Notice.*—We presume our readers have expected month by month, for four years, the announcement we have to make herewith. Hereafter the subscription price of the Teacher will be one dollar and fifty cents a year. We have borne the burden of its publication at the most exorbitant rates which have ruled for the two or three years last past, in hope that the day of high prices for material and labor would pass by. But, on the contrary, since the commencement of the present volume, paper has advanced more than 30 per cent, and is now nearly three times as high as before the war. Labor also has correspondingly advanced. But we need only say that a paper in the style of the TEACHER can't be published in this year of grace, 1866, for *one dollar*.

We solicit the coöperation of all teachers, school officers and friends of education, to increase the circulation and usefulness of this organ of the teachers of the state.

Agents wanted in every town. See second page of cover.

TEACHERS' INSTITUTES.—During the year 1865, institutes were held in fifty-four counties (sixty-three sessions), with an aggregate attendance of 8,887 teachers. The whole number of days' attendance, was 68,713. The largest number of teachers enrolled was in Chautauqua county, 437. Herkimer had 312; Wyoming, 290; St. Lawrence, 252; Genesee, 232; Monroe 340; Broome, 213; Oneida, 222; Delaware, 290; Livingston, 272. The Institute in Livingston county was held for six weeks. Commissioner Lang of Tioga county held two sessions of two weeks each. The average attendance has been good, and it is believed that the Institutes have been more thoroughly organized and more efficiently instructed than in any former year. Full returns by counties will appear in our next number, in the annual report of the Superintendent of Public Instruction.

It is the purpose of the Superintendent to systematize the institute work more thoroughly, and during the coming year, to put into the field a corps of thoroughly qualified instructors, to be employed regularly for the greater part of the year. The value of this agency for the training of teachers is amply vindicated, and its necessity is apparent to all friends of education.

VASSAR FEMALE COLLEGE, at Poughkeepsie is now in full operation,

with a President, Dr. Robert H. Raymond, nine professors, with several assistants, and nearly 400 pupils. The course of study is thorough, and after the most approved plan. The building is 500 feet front, with a depth of 171 feet in centre, and 165 in the wings. The chapel will seat 500. There are rooms for 400 pupils, art gallery, professors' rooms, chapel, etc. A gymnasium is in process of erection.

THE PUBLIC SCHOOLS in the United States number about 60,000, of which more than one sixth are in the State of New York.

THE HOMESTEAD OF HENRY CLAY was sold the 12th of January ultimo, to the Regents of the University of Kentucky for \$90,000. The farm consists of 325 acres, and is to be used for the State agricultural college.

JAVA.—It is asserted that a photographer, who has been employed by the Dutch Government to take views of the most beautiful points on the island of Java, has discovered the ruins of an entire city buried beneath the lava of a volcano close by, which has been extinct for several centuries.

A NEW COLOR, called "green cinnabar," is stated, by a foreign contemporary, to be prepared in the following manner:—Prussian blue is dissolved in oxalic acid, chromate of potash is added to this solution, which is then precipitated with acetate of lead. The precipitate, well washed, dried and levigated, gives a beautiful green powder. By varying the proportions of the three solutions, various shades of green may be procured. Chloride of barium, or nitrate of bismuth, may be used in place of sugar of lead.

SOMETHING GOOD.—The following anecdote is told of Daniel O'Connell: Meeting a prolific pamphleteer, whose productions generally found their way to the butterman, he said, "I saw something very good in your pamphlet this morning." "Ah!" replied the gratified writer, "what was it?" "A pound of butter," was the reply.

LOGICAL PARADOX.—Epimenides said "*All Cretans are liars.*"

Now Epimenides was himself a Cretan, therefore Epimenides was a *liar*,

But, if he was a *liar*, then the Cretans were not liars.

Now, if the Cretans were not liars Epimenides was not a *liar*.

But if he was *not* a *liar*, the Cretans were liars.

REFORM.—As the world was made so it must be subdued, not by matter clawing at matter, but by the calm dominion of spirit over matter. Until intellect percolates the soil, the soil will not yield its hidden hoards. We shall have effort, struggle, wear and weariness, but no victory. It is the strife of clod with clod.—*Gail Hamilton.*

TEACHERS' LICENSES.—While attending the Monroe County Teachers' Institute last autumn, we were present at some of Commissioner Tozier's examinations, conducted mostly in writing, and carried away with us not

only suggestive hints, but a copy of the blank of his report rendered to each teacher of his standing in each of the following particulars: Reading, arithmetic, geography, grammar, orthography, algebra, penmanship, general information, ability. The slip of paper handed to each applicant closed with the following counsel:

Above is a statement of the per cent. of your standing in each branch of study in which you have been examined. By it you will learn wherein you are most deficient, and what you most need to review, in order to fit yourself more perfectly for the great work of teaching.

I wish to urge upon you the duty of constantly advancing in general culture. This can be done only by determined and persistent effort.

No teacher is worthy of the name, who is satisfied with present attainments, and whose labors for self-culture cease the moment an examination is successfully passed. It would be well to adopt and follow some systematic plan of study.

I would also urge you while teaching to review critically previous to each day's session, the lessons of the day. This will enable you to be more prompt in the school room, and will prevent your forgetting any special subject that should be discussed during class exercise.

Let me further advise that you read most thoroughly one or all of the following works:—Wickersham's Methods of Instruction; Wickersham's School Economy; Page's Theory of Teaching; Holbrook's Normal Methods; and Northend's Teacher and Parent;—and also that you take some educational journal.

By all means, when possible, attend Teachers' Institutes, Associations, and other gatherings where the subject of education is presented and discussed.

It is possible for persons to be well qualified in scholarship and yet utterly fail as teachers.

Education alone is not sufficient; for if teachers lack *principle*; if they lack *self-respect, self-control, self-reliance, decision, system, tact, EARNESTNESS, or ENERGY*; if they fail to have some appreciation of the nobility and worth of their work, then they are out of their place, and the quicker they retire, the better for the cause.

In a word, if you desire to advance the profession of teaching, you must honor it by your educational skill, and ennoble it by your personal character.

In granting you a certificate, I have expressed my confidence in your ability as a teacher. It is my earnest hope that your school may prosper; and to further this end I shall gladly assist to the extent of my power.

THE CONNECTICUT COMMON SCHOOL JOURNAL commences a new volume (vol. xiii), with the number for January. Hon. D. N. Camp, late state superintendent, is editor. He succeeds Mr. Charles Northend. The *Journal* is full of good things; and Mr. Camp's long experience as a practical educator will enable him to make it valuable.

**CONCERNING HOOPS.** — However much opposition an article of dress may have met, when first brought into notice, let it once be established as a necessity, and every one of course desires to “get the best.” Our lady friends insist that Bradley is the prince of “Ingins” — can beat any other man on “(w)hoops.” The duplex elliptical spring skirt is deservedly popular, and for lightness, elasticity and durability and ease in “managing” takes the lead.

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*THE QUERY BOX.*

**QUERY 1.** *What are the “Seven Wonders of the World?”*

The Seven Wonders of the world is a name given to the following remarkable objects of the old time:

1. The pyramids of Egypt, of which the largest, the “Great Pyramid,” near Gizeh, was 764 feet square at the base, and 408 feet in vertical height, containing 89,028,000 cubic feet of stone;
2. The Pharos of Alexandria, a famous lighthouse built by Ptolmey Philadelphus, opposite Alexandria, 300 years B. C. The height was about 550 feet. It stood for 1,600 years, and is supposed to have been destroyed by an earthquake;
3. The walls and hanging gardens of Babylon;
4. The temple of Diana at Ephesus;
5. The statue of the Olympian Jupiter;
7. The Mausoleum of Artemisia at Halicarnassus, erected over the remains of King Mausolus, 353 years B. C.— one of the most gorgeous structures ever built, and which was still standing in the 12th century. (See Appleton's *Cylopædia*, art. *Halicarnassus*);
8. The Colossus of Rhodes, a brazen Statue of Apollo erected by the citizens in gratitude for the service of Ptolemy Soter, King of Egypt, by whose aid they repulsed the King of Macedon. It was 70 cubits high, and occupied 12 years in building.

**Qu. II.** If the piston-rod connects midway between the center and circumference of the driving wheel of a locomotive, what figure is described by the connecting point when the engine is running 30 miles per hour on a level rail; and has this point a uniform velocity?

**Qu. III.** A man six feet high wishes to know how much farther his head moves than his feet during a complete revolution of the Earth, if he stands erect and stationary during the requisite time?

**Qu. IV.** If a man were standing at the North pole, where it is full moon on the 24th of May, where would the moon first appear to him, what would be its direction from him, and what would be its apparent motion?

**Qu. V.** At the bombardment of Fort Fisher, the *Ironsides* was 1,000 yards from the fort. If her projectiles had an initial velocity of 1,200 ft. per second, at what angle must they have been discharged in order to have



hit a mark on the fort 20 feet above the horizontal plane of the gun's axis? Supposing its balls to be 15 inches in diameter, what velocity would they have at the middle point and at the end of their path?

Qu. VI. What is the mechanical effect produced by the evaporation of a cubic inch of water at 50° Fah.?

Qu. VII. How shall we explain the equality of ratios expressed in the proportion, 2 : — 2 : : — 2 : 2 ?

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*PERSONAL.*

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PROF. A. S. WELCH of the Michigan Normal School has resigned his position, on account of failing health, to engage in the lumber trade in Florida. Hon. J. M. Gregory, late Superintendent of Public Instruction, has been elected to succeed him.

J. M. B. SILL has resigned the office of Superintendent of Schools in Detroit, and has established a seminary for young ladies in that city.

JAMES H. HOOSE, now of Lima, has accepted the principalship of one of the Oswego Senior Schools, and is also to have charge of a department in the Training School.

PROF. JAMES J. MAPES. — In the recent decease of this eminent man practical science has lost one of its most faithful disciples; yet the labor of his life will be felt in the improved conditions of living for generations to come. He was born in New York, and died on the 10th of January, 1866, in the 60th year of his age. For the last 17 years he had been cultivating a model farm in New Jersey, with most triumphant success. A barren sand plain in 1848, it is said, under his scientific culture, to have yielded recently an annual revenue of \$20,000.

JOHN S. FOSDICK, for many years principal of one of the Buffalo public Schools, has been elected Superintendent of Schools of that city, and entered upon his duties the 1st of January.

J. W. BARKER, is teaching a Union School at Lancaster, Erie county.

GEORGE BECK, for several years teacher of the Natural Sciences in Lockport Union school, resigned at the opening of the fall term, to take charge of a grammar school in Cleveland, O., at a salary of \$1,200.

GEORGE W. F. BUCK, formerly of Rushford Academy, succeeds Mr. Beck in the Lockport school.

REV. G. W. PORTER, for several years principal of the junior department of the Union School at Lockport, has resigned his connection therewith, to take effect at the close of the present term.

ASHER B. EVANS, for some time at Nunda and Penfield, has taken charge of the Wilson Collegiate Institute, in Niagara county.

REV. JOHN W. ARMSTRONG, well known to many of our readers as a ripe scholar, and genial and successful Institute instructor, has been appointed professor of Natural Science in the Oswego Normal School.

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*INTELLIGENCE. — HOME.*

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COLUMBIA COUNTY.— We have received a neatly printed pamphlet containing a report of the proceedings of the annual Teachers' Institute held in this county, under the direction of Commissioners Reynolds and Woodin. Mrs. H. B. Hewes of Albany, formerly a teacher in the State Normal School, was present during the entire session, and had principal charge of the literary exercises. She gave special attention to reading and mental arithmetic. Occasional exercises in different branches were conducted by H. K. Smith of Taghkanic, Rev. Wm. Isaac Loomis of Martindale, Charles S. Davenport, S. D. Barr, Dep. Supt., Albany, Miss McElroy, Prof. A. Flack, George Card, A. L. Bailey, Miss Alzina P. Bruce, M. P. Cavert of Albany. Evening addresses were delivered by S. D. Barr, J. H. French, M. P. Cavert, Prof. A. Flack, Com. Woodin, Rev. Mr. Loomis, Rev. Wm. Ostrander, Dr. W. H. Blighton, Rev. M. R. Lent, Rev. P. Felts, Martin H. Dorr, Esq. The session closed with a literary and social festival.

CORTLAND COUNTY — We received the official report of the Institute held in this county too late for notice (Dec. 27) in our last issue, and brief reference must now suffice. The session of two weeks was held at Cortland village, commencing Oct. 10. "Commissioners Whitmore and Pierce, by their affability and zeal in in the cause of education, proved themselves worthy of the exalted positions which they hold." Class exercises were conducted daily, as follows; orthography — Prof. C. W. Sanders; reading — Prof. Beach, of the academy; grammar — Prof. S. W. Clark; geography — Prof. Dodd; written arithmetic — Commissioner Whitmore; mental arithmetic — Prof. Beach. The evening exercises consisted of the discussion of practical questions (in which leading citizens heartily joined), and of lectures by the following gentlemen: Professors Sanders, Clark, Beach, Tarbell, Dodd, Park, Sandford, Reverends Torrey and Beman and Dr. T. S. Lambert. The best feeling and most intense interest prevailed. There were 180 teachers in attendance. The exercises closed with a genial literary, musical and social festival, at which appropriate resolutions were adopted.

ST. LAWRENCE COUNTY.— A most interesting session of the Teachers' Association was held at Lawrenceville, Dec, 27, 28 and 29, 1865. Report of proceedings in our next.

HAMILTON COLLEGE.—The annual catalogue of this institution for 1865-6 gives the names of 51 Seniors, 42 Juniors, 50 Sophomores, 50 Freshmen — in all 198.

The following Asteroids were first discovered at the Hamilton College Observatory :

FERONIA, No. 72, May 29, 1861. EURYDICE, No. 75, September 22, 1862.

FRIGGA, No. 77, November 12, 1862. IO, No. 85, September 19, 1865.

We copy a list of the prizes established in this college.

1. The interest of a prize fund of \$700, founded by Charles C. Kingsley, Esq., of Utica, will be awarded in the form of valuable books to the two students in each of the three lower classes who excel in Elocution ; valuable books will also be given to the two in each class who excel in English Composition.

2. The interest of a Prize Fund of \$500, founded by the late Hon. Aaron Clark, of New York, will be given, in one prize, to the student of the Senior Class who excels in *Oratory*.

3. The interest of a Prize Fund of \$500, founded by Hon. J. V. L. Pruyn, LL.D., of Albany, Chancellor of the University of the state of New York, will be given in a gold medal, to any student of the Senior Class, except the successful competitor for the head prize, who shall write the best oration on "The Duties of the Educated Young Men of New York to their own Institutions of Learning."

4. The interest of a Prize Fund of \$500, founded by Franklin H. Head, Esq., of Kenosha, Wis., will be given to the student of the Senior Class, who will write the best oration on "Alexander Hamilton as an Expounder of the Constitution."

5. The interest of a Prize Fund of \$500, founded by the late Hon. George Underwood, of Auburn, will be given in two prizes, to members of the Senior Class who excel in *Chemistry*.

6. The interest of a Prize Fund of \$500, founded by Horace D. Kellogg, Esq., of Bridgewater, will be given, in two prizes, to members of the Junior Class, who excel in *Classical Studies*.

7. The interest of a Prize Fund of \$500, founded by Martin Hawley, Esq., of Baltimore, Md., will be given, in silver medals, to members of the Junior Class who excel in *Classical Studies*.

8. Two prizes will be given to members of the Sophomore Class who excel in *Mathematics*.

9. At the close of the collegiate year 1866-67, the interest of a prize Fund of \$1,500, founded by Charles C. Kingsley, Esq., of Utica, will be given in two prizes, to members of the Senior Class who excel in *Extemporaneous Speaking*.

GENESEE COUNTY TEACHERS' ASSOCIATION.— A meeting of this body was held at the Union School House in this village on Saturday, December 30. After the address of the president, the following officers were chosen for the coming year, viz: — President, N. F. Wright, Batavia; 13 Vice-Presidents; Secretary, Miss Mary D. Tyrrell; Treasurer, M. A. Williams. Executive Committee, viz: — D. C. Rumsey, Chairman ; J. D. Schiller, Miss

Mary E. Cook, Miss Grimes and Miss Alice Benham. A. J. Rumsey recited the spirited poem "Sheridan's Ride," in a manner that reflected great credit upon himself. Essays were read by Miss Mary E. Cook, Miss Grimes, Mr. Arthur Collony, Mr. John G. Johnson, Mr. F. A. Baker.— All of these essays were highly creditable to the heart and mind of the writers, and were listened to with interest by all present. Mr. Atchinson delivered a declamation, subject, "Water," which was very interesting. Com. D. C. Rumsey presented several matters of interest. His report, financial and statistical, of the conditions of the schools of this county for the years 1864-65, was highly instructive. Prof. N. F. Wright contributed much to the interest of the Association by giving portions of his experience as a teacher. We are inclined to think no assemblage of teachers would be complete without him. About sixty teachers were in attendance. Several new members were received, among whom was Mr. J. F. Stutterd, who cordially responded to the call from the President for some remarks. The day was pleasantly and profitably spent. It is only to be regretted that the session was so short.

MARY D. TYRBELL, Secretary.

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*INTELLIGENCE.— FOREIGN.*

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CONNECTICUT:—The *Journal* for January prints the act of the legislature, creating a state board of education. The board consists of the governor and lieutenant governor, and four other persons appointed by the general assembly (legislature), one from each congressional district, to hold office for four years, one member retiring each year, and another elected in his stead. This board has entire control of the schools of the state, manage the normal school, direct what text books shall be used, etc., report annually, appoint a secretary, who performs the duties formerly devolved upon the state superintendent.

The board have recommended a uniformity of books in each town, and that a copy of Webster's last Revised Dictionary be placed in every school. Governor Buckingham is president, and Prof. D. C. Gilman of Yale College secretary.

NORWAY.—A recent report states that one hundred thousand children are educated in that country, in public schools, at an annual cost of eighty thousand pounds.

DACOTA TERRITORY.—The Annual report of the Superintendent of Public Instruction (Hon James S. Foster), made Dec 21, 1865, shows that even in that sparsely settled region, strenuous efforts are in operation for the organization and support of free schools, and, so fast as the local population will warrant it, districts are organized. A number of private

schools are in successful operation. The Superintendent recommends the territorial legislature to memorialize Congress to extend the benefits of the land script for agricultural schools to the territories.

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LITERARY NOTES.

THE MICHIGAN TEACHER comes to us with the new year, fresh and spirited, a fit successor to the *Journal of Education*, which suspended because it was doing more for education than education was willing to do for it. William H. Payne, of Niles, is resident editor of the *Teacher*, assisted by C. L. Whitney, of Dowagiac. We welcome our new friends, and wipe our eyes from the sorrow of the old *Journal's* demise. 32 pages, \$1.25 a year.

GUYOT'S WALL MAPS. — EUROPE. — The most valuable feature in maps for school use, is their suggestiveness. Naturalness, accuracy of outline, correct location of places, relative size, are all essential; but the pupil needs that the map be, so far as possible, a living picture. This Prof. Guyot has realized, and among the maps of his excellent series there is no one more admirable than this. The reliefs stand before the eye so clearly that it needs hardly the imagination to fill up the picture. By means of color and shading are represented the lowlands, the lowest, and those subject to overflow, the highlands, the mountains sloping to their summits — and their relative heights and massiveness may be guessed — whilst the snow line stands out sharp and clear. The marvellous history of this land is unfolded; for the last factor, the inexorable decree of nature, reveals what, had there been eyes to read it, might ages ago have been forecast. The map is 6 by 5 feet, and the profiles at the bottom show relative heights from the north-east to the Gulf of Genoa, and across the sea to the great desert; across the Scandinavian peninsula; the Spanish peninsula; and the British islands. It will be a happy day for the schools when charts such as these shall supplant the flat political maps of the old time. Charles Scribner & Co., 124 Grand street, New York, are the publishers.

LOSSING. — The first volume of Mr. Lossing's History of the Civil War is announced to be issued in February. Judging from the popularity of his Field Book of the Revolution, this new work will be in great demand. Mr. Lossing is an artist, and not his pen alone, but his pencil gives life and interest to his books.

GERALD MASSEY, the poet, has just completed a work on "Shakespeare — his Sonnets and his Private Friends."

JOHN RUSKIN has a new work in press entitled "The Ethics of Dust: Ten Lectures to Little Housewives, on the Elements of Crystallization."

THE ARGOSY is the title of a new monthly, the first number of which has appeared, published by Messrs Strahan & Company, New York and London. The same publishers also issue *Good Words*, and the *Sunday Magazine*. Notices of these in our next.

## BOOK NOTICES.

HISTORY OF FRIEDRICH THE SECOND, called *Frederick the Great*. By THOMAS CARLISLE. In six Volumes. Vol. V. New York: Harper & Brothers, 1865. 12mo, pp. 516, with maps.

It may be seriously questioned whether any other one man, not even Napoleon, was a more important factor in working out the destinies of Europe than Friedrich. Certain it is, that the history of his life covers an era whose influence has been felt over all Christendom, and will be for ages. To the American reader, therefore, who would know of the mighty forces that have moved the world's past, an intelligent history of the latter half of the 18th century, in European affairs, is of more than ordinary concern. The four preceding volumes of Mr. Carlisle's great work bring us down to the opening of the year 1757, the height of the seven year's war, which had commenced the year preceding. A coalition of the great powers had been formed to crush him. He forms an alliance with England, while France, formerly his ally, joins Austria. With only 5,000,000 subjects, and an army of 160,000 men he confronts 600,000, Austrians, French, Russians, Saxons, Swedes. The present volume follows his fortunes down to April, 1760, the commencement of the 5th campaign. He is now at the crisis of his fate. Of Mr. Carlisle's force and sagacity as a writer, as well as of his dogmatism and cynic contempt for the opinion of other men we will not now speak. He at least compels a hearing, and, whether just or unjust, his opinions are of weight in forming a proper estimate of his hero, and the stern old times in which he lived. The concluding volume is looked for with interest.

EVERY SATURDAY, a *Journal of Choice Reading selected from Foreign Current Literature*.

The above is the title of a new weekly published by Messrs. Ticknor & Fields, Boston, whose first issue bears date January 6. It is only necessary to quote the title and add, that the selections are most critically and judiciously made, and contain the cream of the English reviews and other literary journals, rejecting what is heaviest and least interesting, on the one hand, and what is too light and ephemeral on the other. The reputation of the publishers is guaranty of the value of their new venture. Price \$5.00 a year.

AMERICAN HISTORY. By JACOB ABBOT. Illustrated with numerous Maps and Engravings. Vol. vii. *War of the Revolution*. New York: Sheldon & Company. 16mo, pp. 288.

The author of the "Rollo Books" is too well known to the public to need from us any introduction: and his name, in connection with a new series of juvenile works on American history, is guaranty not only of their worth, but that they will be sought after with eagerness. The story of the revolutionary struggle is happily told in simple language: and the earnest patriotic spirit that runs through it is most wholesome. No American

boy can read this book without a new zeal for his country's honor, and even to those who have many a time read the record of our glory, these pages are refreshing.

**HISTORY OF THE UNITED STATES CAVALRY, from the Formation of the Federal Government to the 1st of June, 1863. To which is added a list of all the Cavalry Regiments, with the names of their Commanders, which have been in the United States Service since the Breaking Out of the Rebellion. By ALBERT G. BROCKETT, Major 1st U. S. Cavalry, &c. New York: Harper & Brothers. 1865. 12mo., cloth, pp. 337.**

The title page tells the whole story, when it is added that the author is a gallant and experienced officer, who has borne a part in the exploits he chronicles, and that he enters *con amore* into the work of setting forth the claims to recognition of his favorite arm of the service. The book abounds in valuable practical hints; the descriptions are easy, graceful and life-like, never "stilted," and too full of vigor to be prosy. The publishers have done their work well.

**QUESTIONS ON THE PRINCIPLES OF ARITHMETIC. Designed to indicate an Outline of Study; especially fitted to facilitate a thorough System of Reviews; adapted to any Text Books and all grades of Learners. By JAMES S. EATON. Boston: Taggard & Thompson, Publishers. Price 12 cents. Specimen copies sent on receipt of ten cents.**

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THE and APRIL --- DOUBLE NUMBER.

1866. Vol. VII, Nos. 6 & 7.

THE

# THE NEW YORK TEACHER.

ORGAN OF THE

New York State Teachers' Association,

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

*ἡ δόκιμα ζῆτε τὸ καλὸν κατέχετε.*"—PAUL.

JAMES GRUBBSBANK, LL. D., Editor.

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# NEW YORK TEACHER.

NEW SERIES.]      MARCH, 1866.      [VOL. VII, No. 6

## Twelfth Annual Report

OF THE

*SUPERINTENDENT OF PUBLIC INSTRUCTION.*

STATE OF NEW YORK:  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
ALBANY, February 1, 1866.

*To the Legislature of the State of New York :*

The Superintendent of Public Instruction, in conformity to the provisions of the statute, respectfully submits the following

### REPORT.

The tables and documents herewith presented are designed to show :

1st. The valuation of property in each of the several counties, as equalized by the State Assessors, with the amount of school tax in 1860, and the tax of 1865.

2d. The amount of the three-fourth mill tax for the support of schools paid by each county; and the amount apportioned to each county from the avails of that tax and from the Common School Fund; and the entire amount of school moneys apportioned to each county.

3d. Apportionment of school moneys for the year 1866; showing the population of each county, by cities and rural districts; the number of teachers employed at the same time for twenty-eight weeks or more; the amount apportioned for teachers' wages, as "district quota," and according to population; and the amount apportioned for libraries.

4th. Abstract from the statistical reports of the School Commissioners, showing:

1. The number of school districts in each county;
2. The number of teachers employed at the same time for twenty-eight weeks or more;

3. Number of children between the ages of five and twenty-one years, residing in the districts ;
  4. Number of free schools ;
  5. Number of private schools ;
  6. Number of pupils attending private schools ;
  7. Time district schools were in session ;
  8. Teachers : by whom licensed, and the number of each sex ;
  9. Number of children, the average daily attendance, and the whole number of days' attendance during the year ;
  10. Number of inspections by School Commissioners ;
  11. Number of volumes in district libraries, and their value ;
  12. School houses, classified as to structure, and their value.
- 5th. Abstract from the financial reports of the School Commissioners, showing from what sources moneys have been received, and for what purposes expended :

*Receipts —*

1. Amount of money on hand at the commencement of the last school year, October 1, 1864 ;
2. Amount apportioned by the State Superintendent ;
3. Proceeds of gospel and school lands ;
4. Amount raised by tax ;
5. Amount raised by rate bills ;
6. Received from all other sources ;
7. Total amount of receipts.

*Payments —*

8. For teachers' wages ;
  9. For libraries ;
  10. For school apparatus ;
  11. For colored schools ;
  12. For school houses, sites, fences, out-houses, repairs, etc. ;
  13. For all other incidental expenses ;
  14. Amount forfeited in the hands of supervisors on the first Tuesday of March, 1865 ;
  15. Amount remaining on hand October 1, 1865 ;
  16. Total amount of payments.
- 6th. Statement, showing the increase and diminution of the Common School Fund for the year.
- 7th. Showing the investment of the capital of the Common School Fund at the close of each fiscal year since its establishment.
- 8th. Comparative statistics of the schools for the years 1859 - 60 and 1864 - 65.
- [A.] List of academies in which teachers' classes are to be organized in 1865 - 66.

*Superintendent of Public Instruction.*      163

- [B.] List of School Commissioners and City Superintendents.
- [C.] Report of the trustees of the Thomas Asylum for orphan and destitute Indian children.
- [D.] Report of the Superintendents of Indian schools.
- [E.] Statistics of Indian schools.
- [F.] Statistics of Teachers' Institutes.
- [G.] Special reports of School Commissioners and City Superintendents.

SCHOOL DISTRICTS AND SCHOOL HOUSES.

The number of school districts in the State as reported was :

In 1865,.....	11,780
In 1864,.....	11,717
Showing an increase of,.....	63

The number of school houses and their designation according to the material of which they are constructed, is as follows :

	Log.	Framed.	Brick.	Stone.	Total.
In 1865,.....	202	9,874	1,010	582	11,618
In 1864,.....	226	9,941	1,002	548	11,712

It is certain that there has been no such actual decrease as would appear from this comparison. The trustees were this year, for the first time, required to report the value of the school houses and lots. It is, therefore, probable that the returns for 1865 excluded nearly all of those which were hired and not owned by the districts.

The reported value of school houses and school house sites is :

In the cities,.....	\$5,041,061 00
In the rural districts,.....	4,904,862 00
Total, .....	\$9,945,923 00

The average value of the school houses and sites is, therefore :

In the cities,.....	\$17,323 23
In the rural districts,.....	433 02

The amount of money expended for school house sites, for building, repairing, purchasing, hiring and insuring school houses, and for fences, out-houses, etc., was :

	Cities.	Rural Districts.	Total.
In 1865,.....	\$516,902 04	\$282,258 66	\$799,160 70
In 1864,.....	370,815 34	276,485 89	647,301 23
	\$146,086 70	\$5,772 77	\$151,859 47

The provision of the consolidated school law for the condemnation, by the commissioner and supervisor, of school houses unfit for use and not worth repairing, has resulted in the erection or preparation for erection of

many comfortable and commodious school buildings; and the power granted by the same law to trustees to repair school houses, within the limit of twenty dollars in any one year, without the vote of the district, has improved the condition of many more.

By chapter 210 of the laws of 1863 an appropriation of five hundred dollars was made for the preparation of designs and specifications for school houses. The designs and specifications have been completed, and the frequent calls for them from school districts in various parts of the State induce me to suggest the propriety of an appropriation for their publication in pamphlet form.

The necessity of well-built, commodious, clean and airy school houses, has been so often urged upon public attention, that it would seem almost superfluous to mention it here; but so long as the evils arising from ill-constructed, uncomfortable, unwholesome and dilapidated houses exist, so long must the demand for improvement be reiterated till reform be consummated. Not only should the prime laws of health be regarded and obeyed in this matter, but the moral obligation to furnish all rational means to correct, purify and cultivate the taste of the young should be recognized. The love of beauty in one or other of its myriad forms is inherent in every human breast not vitiated by corrupt surroundings; hence the philosophy no less than the propriety of making our school houses temples of beauty, as they are temples of knowledge.

There is a golden link between beauty and utility, and the expense of embellishing school rooms and school grounds is trifling, compared with the beneficial and refining influence of such care upon those plastic natures which must be molded into the men and women of future generations. Every "live" teacher knows the pleasure with which even the smallest pupils greet a rich bouquet on the desk, or the joy with which a cherished bud is watched as it unfolds its hidden glories to the light, or their absorbing interest in the disposition of festooned evergreens for a holiday or a gala occasion, or the rapture which the inaugural of the new school piano awakens when it breathes a simple school ballad, or thrills all hearts with the inspiration of the Star-spangled Banner. Who has not, in the most cherished dreams of childhood, the memory of some flower-laden, clambering vine, some favorite tree or shrub, or some loved green spot around which cluster the holiest associations. If such testimony be universal, and such influence potent for good, what so proper to decorate with trees and flowers as the school house grounds, or where so appropriate to bestow works of art and taste as the school room, or what more important to the happiness and improvement of the young, than the school house built with a strict regard to beauty and utility, and made peculiarly attractive by such surroundings and embellishments.

SITES FOR SCHOOL HOUSES.

It is both reason and law that the rights of individuals to private property must yield to public necessity. Therefore the sovereign people, through the action of the Legislature, may rightfully assume the control and ownership of private property for public use, providing therefor a just compensation to the owner.

The State of New York *knows* that the education of her children is a matter of great public concern, and a sacred duty which she can not innocently neglect. The children must therefore have school houses, and the property of the people is taken to provide them; these school houses must have sites — grounds whereon to stand — and the property of the people is taxed to pay for them. It is also a matter of public concern that the site of the school house should be central, in a healthy location, and conveniently accessible for the attendance of the children; but in very many instances, as reported to this Department by those seeking relief, such desirable situation is owned by some gruff old bachelor who has spent his lonely years in inconsiderately repeating by word and by deed "You take care of yourself, and I'll take care of myself;" or, by some unenlightened and parsimonious landlord, who, to avoid the payment of a few dollars towards building a new school house, utterly refuses for any consideration, or at least for any reasonable consideration, to part with the spot of ground which would best accommodate his own and his neighbors' children.

The old school houses, rudely built forty or fifty years ago by our fathers and our grandfathers, are now very generally unfit for any use; and owing to the changes which have taken place in the boundaries of districts, and in the number and location of residences, many of these sites, originally selected with little care as to their fitness, have ceased to be acceptable to the people; and others, which were well chosen, and which, with some additions from adjoining lands, might be made to accommodate the many, have as yet no play grounds, and are of too small dimensions to admit even of the erection of the out-buildings demanded by propriety and decency. This last deficiency must greatly enhance the present urgent demand for the acquisition and appropriation of suitable sites for new school houses, and for the enlargement of the grounds of old ones. The difficulty of getting possession of suitable grounds for these purposes will probably remain insurmountable, unless a law be passed, by which, for a just compensation, such lands may be taken and appropriated to such public use.

The sites of our school houses should be chosen in places that are both convenient and pleasant; and where any land owner plants himself in the way of obtaining such, the law should lay hands on him and remove him; thus enforcing the conviction that there is, for the children of this country, a grand highway to learning which no man may obstruct.

## LIBRARIES.

The number of volumes in the district libraries was :

	Cities.	Rural Districts.	T
In 1865,.....	96,914	1,181,209	1,
In 1864,.....	89,446	1,035,992	1,

It will be seen that there is an apparent increase in the number over those of the preceding year; it is probable, on the contrary, that they have diminished. The trustees have, for the first time, been required to report the value as well as the number; and those trustees—thousand—who failed to make these returns to the School Committee were, subsequently, required to report directly to this Department. More than sixteen hundred supplementary reports have thus been received, giving an additional number of 98,531 books, which are included in the aggregate above, as is also their reported value of \$54,618 in the aggregate total below.

It appears from all the returns that the value of the libraries in the State is:

In the cities,.....	\$
In the rural districts,.....	
Total, .....	\$

It is believed that in most cases the trustees have underestimated the value of the books. From inquiries made of the trustees of many districts since their annual reports, for the purpose of ascertaining the cause of making so low an estimate, this belief is confirmed; and the opportunity is taken to state that the district school libraries, even in their neglected condition, are worth nearly a million of dollars.

The amount of money reported as having been expended for libraries was:

	Cities.	Rural Districts.	T
In 1865,.....	\$9,808 28	\$17,607 80	\$26
In 1864,.....	5,409 25	21,481 26	26.

The amount expended for school apparatus was:

	Cities.	Rural Districts.	T
In 1865,.....	\$165,745 84	\$10,011 36	\$175
In 1864,.....	128,447 79	8,165 70	187

The whole sum expended for libraries and apparatus during the year was \$202,572 78.

The \$55,000 appropriated from the United States Deposit Fund for library purposes was divided between the cities and rural districts according to their population, as follows :

*Superintendent of Public Instruction.* 167

To the cities,.....	\$20,142 14
To the rural districts,.....	84,857 86
Total,.....	\$55,000 00

The number of districts reporting book cases for their libraries was 7,980.

Under the provisions of the new law there need be no apprehension that the library money will be wasted. When not expended for books it makes up a fractional part of the aggregate amount paid for teachers' wages and school apparatus, which are, certainly, of equal importance, in view of the fact that thousands of families now have private libraries, and that a very large proportion of all are liberally supplied with meritorious newspapers and periodicals.

CHILDREN AND TEACHERS.

The number of children reported between the ages of five and twenty-one years, was :

	Cities.	Rural Districts.	Total.
In 1865,.....	507,009	891,750	1,398,759.
In 1864,.....	447,469	860,353	1,307,822.

An actual enumeration of the children of school age is annually made, in the rural districts, and the figures for them are accepted as correct. In several of the smaller cities, also, an annual enumeration is made, but in the larger cities an estimated number is given. The number of children over five and under twenty-one years of age in fact forms in each of the counties and cities pretty nearly the same uniform per cent. of the entire population of the respective counties and cities, and, holding this fact in mind, a careful examination and comparison of the number of children estimated for the respective cities, shows them to approach very near to accuracy.

Of the number of children reported, 916,617 are represented to have been, during some part of the year, attendants of the schools. The number reported as having attended school during the year 1863-4, was 881,184. This shows an increase for the past year of 35,433.

The average daily attendance for the year (excluding fractions) was :

In the cities,.....	136,515
In the rural districts,.....	258,962
Total,.....	395,617

The number of free schools reported, including union free schools, and schools in the cities and in some of the villages made free by special acts, was 734, which shows an increase of this class of schools of 71.

The number of private schools is 1,481, with an aggregate attendance of 64,345.



The whole number of pupils attending the academies during the year was 85,855, and the average attendance for each of the several terms was 20,884. No record of the average daily attendance can be obtained. Of the whole number registered 20,448 were academical students, and 14,912 were primary pupils.

The following is a summary of the whole number of pupils reported as receiving scholastic instruction, as distributed among colleges, academies, private schools and common schools:

Colleges,.....	1,420
Academies,.....	85,855
Private Schools,.....	54,845
Common Schools,.....	916,617
Total,.....	1,007,737

The percentage of attendance in each of these various classes of schools, is, therefore:

In the colleges, a little more than fourteen hundredths of one per cent. (.001409).

In the academies, a little more than three and a half per cent. (.085074).

In private schools, a little more than five per cent. (.053927).

In the common schools nearly ninety-one per cent. (.909580).

The average time the schools were in session during the year, not including the cities, was thirty weeks and four days; in the cities, forty-three weeks.

The whole number of teachers employed was:

	Male.	Female.	Total.
In 1865,.....	4,452	22,017	26,469
In 1864,.....	5,707	21,181	26,888

As these members include all qualified teachers who have been employed for any time, however short, during the year, the "number of teachers employed at the same time for twenty-eight weeks or more," will give a clearer view of the number required at any time to supply all the schools.

That number was:

	Cities.	Rural Districts.	Total.
In 1865,.....	3,410	12,068	15,478
In 1864,.....	3,408	12,899	15,807

The amount expended for teachers' wages was:

	Cities.	Rural Districts.	Total.
In 1865,.....	\$1,932,488 26	\$2,048,655 17	\$3,976,093 43
In 1864,.....	1,554,212 18	1,589,248 28	3,093,460 46

These figures show an increase of money paid for teachers' wages dur-

*Superintendent of Public Instruction.*      169

ing the year, of \$882,682.97 — in the cities, \$378,228.08; in the rural districts, \$504,406.89. This increase is attributed chiefly to the facts:

First, that during the year, the schools in the rural districts were in session much longer than they were in the preceding year; thereby increasing the sum total paid to their teachers;

Second, that there is, this year, included in the amount paid for teachers wages, the estimated value of the board of teachers who "boarded round;"

Third, that in both city and country, there has been a very generous increase in the salaries of teachers above those of the preceding year, showing a growing appreciation on the part of the people of the services of their teachers.

The average annual salaries of teachers, as shown by those figures, is:

In the cities,.....	\$568 70
In the rural districts,.....	169 84

This will give for the average wages per week, of teachers in the rural districts about \$5.46.

The amount raised by local taxation for school purposes was:

	Cities.	Rural Districts.	Total.
In 1865,.....	\$2,655,544 45	\$345,525 75	\$3,501,070 20
In 1864,.....	1,993,479 67	674,599 62	2,668,079 29

The sum raised by rate bill, \$655,158.78, in the rural districts should be added to the amount raised by tax, which makes the whole sum raised in the rural districts \$1,500,684.58.

PUBLIC MONEYS.

The revenue from the Common School Fund during the year was:

Balance in Treasury, Sept. 30, 1864,.....	\$56,806 50
From the Fund proper,.....	186,462 20
From the U. S. Deposit Fund,.....	165,000 00
	<u>\$408,267 70</u>
Paid during the year,.....	326,560 79
Balance in Treasury, Sept. 30, 1865,.....	<u>\$81,706 91</u>

The amount of school money for the school year 1865-6 is derived as follows:

From the Common School Fund proper,.....	\$155,000 00
“ “ U. S. Deposit Fund,.....	165,000 00
“ “ State School Tax,.....	1,126,000 00
	<u>\$1,446,000 00</u>

The money is apportioned as follows:

For salaries of School Commissioners,.....		\$56,000 00
“ Libraries,.....		55,000 00
“ Indian Schools,.....		1,714 47
“ District Quotas,.....		488,721 82
“ Pupil and Average Attendance Quotas,.....	\$877,564 21	
“ and on account of supervision in cities,.....	15,000 00	
“ separate neighborhoods, from Cont. Fund, ..	67 62	
		<u>892,631 88</u>
Balance of Contingent Fund,.....		1,932 38
		<u>\$1,446,000 00</u>

The following is a more specific statement:

The sum of \$155,000, derived from the Common School Fund proper, is apportioned:

For District Quotas,.....	\$51,661 89	
“ Pupil and Average Attendance Quotas,.....	103,338 11	
		<u>\$155,000 00</u>

The sum of \$165,000, derived from the U. S Deposit Fund, is apportioned:

For salaries of School Commissioners,.....	\$56,000 00	
“ and on account of Supervision in cities,.....	15,000 00	
“ Libraries,.....	55,000 00	
“ District Quotas,.....	12,998 80	
“ Pupil and Average Attendance Quotas,.....	26,001 20	
		<u>\$165,000 00</u>

The sum of \$1,126,000, appropriated from the proceeds of the State Tax, is apportioned:

For a Contingent Fund,.....	\$2,000 00	
“ Indians, as Equivalent of Library Money, .....	\$59 40	
“ Indians, as Equivalent of District Quotas,.....	707 25	
“ Indians according to population...	947 82	
		<u>1,714 47</u>
“ District Quotas,.....	374,060 68	
“ Pupil and Av. Att. Quotas,.....	748,224 90	
		<u>\$1,126,000 00</u>
		<u>\$1,446,000 00</u>

SUMMARY OF SCHOOL STATISTICS.

The following table is a summary of the statistical and financial reports of the common schools for the year ending September 30, 1865 :

*Statistical.*

	Cities.	Rural Districts.	Total.
Number of districts,.....	291	11,489	11,780
Number of teachers employed at the same time for twenty-eight weeks or more,.....	3,410	12,068	15,478
Number of children between five and twenty-one years of age,.....	507,009	891,750	1,398,759
Aggregate number of weeks' school by qualified teachers,.....	12,540	355,463	368,003
Number of male teachers employed,.....	342	4,110	4,452
Number of female teachers employed,.....	3,112	18,905	22,017
Number of children attending school,.....	310,556	606,061	916,617
Average daily attendance,.....	136,515	269,102	395,617
Number of times schools have been visited by Commissioners,.....		18,760	18,760
Number of volumes in district libraries,.....	96,914	1,181,209	1,278,123
Number of school houses,.....	291	11,327	11,618
Number of log houses,.....		202	202
Number of frame houses,.....	59	9,815	9,874
Number of brick houses,.....	230	730	1,010
Number of stone houses,.....	2	530	532

*Financial.*

*Receipts —*

	Cities.	Rural Districts.	Total.
Amount on hand October 1, 1864,.....	\$375,319 05	\$99,228 83	\$474,447 88
Apportionment of public moneys,.....	443,745 55	935,517 23	1,379,262 78
Proceeds of gospel and school lands,.....	125 89	18,705 22	18,831 11
Raised by tax,.....	2,655,544 45	845,525 75	3,501,070 20
Raised by rate bill,.....		655,158 78	655,158 78
From all other sources,.....	14,044 20	209,427 59	223,471 79
Totals,.....	\$3,488,679 14	\$2,763,563 40	\$6,252,242 54

*Expenditures —*

For teachers' wages,.....	\$1,932,438 26	\$2,043,655 17	\$3,976,093 43
For libraries,.....	9,306 28	17,507 80	26,814 08
For school apparatus,.....	165,745 34	10,011 36	175,756 70
For colored schools,.....	31,561 30	5,000 96	36,562 26
For school houses, sites, &c.,.....	516,902 04	232,258 66	799,160 70
For all other incidental expenses,.....	423,402 47	291,856 62	720,259 09
Forfeited, in hands of supervisors,.....		751 98	751 98
Amount on hand October 1, 1865,.....	404,321 45	112,460 85	516,782 30
Totals,.....	\$3,488,679 14	\$2,763,563 40	\$6,252,242 54

Deducting from this total amount of \$6,252,242 44, the amount on hand October 1, 1865, and the actual expense of maintaining the schools during the year is shown to be :

In the cities,.....	\$3,084,357 69
In the rural districts,.....	2,651,102 55
Total,.....	\$5,735,460 24

The corresponding total last year was \$4,549,870.66.

## ATTENDANCE.

The Statistics received at this Department relative to attendance, have never until this year been such as to show the actual aggregate number of days' attendance of children, or the average daily attendance. Those gathered the past school year, and embraced in this report, are reliable, and are of great value, for the reason that they throw a flood of light on this subject of attendance. They show a total attendance of 78,401,749 days; being for the cities, 30,020,155, and for the rural districts, 48,381,594 days.

The average daily attendance shown is, for the cities, 136,515 pupils, and for the rural districts, 259,102 pupils; making a total of 395,617 pupils. That is, the attendance at the public schools in the State, for the school year closing with September 30th, 1865, was equal to the attendance of 395,617 children attending school through the school year, every day on which the schools were in session. This will appear from the following:

*Tabular Synopsis of School Attendance.*

COUNTIES AND CITIES.	Average No. of children over 5 and under 21 years of age residing in the county or city, for each qualified teacher.	Average No. of children over 6 and under 17 years of age, residing in the county or city, for each qualified teacher.	Proportionate average daily attendance of pupils for each qualified teacher.	What per cent. the aggregate average daily attendance is of the No. of children over 5 and under 21 years of age, residing in the county or city.	How large the average daily attendance at school is for 100 children over 6 and under 17 years of age, residing in the county or city.	How many children attend school some portion of the year, for each 100 children over 6 and under 17, or for each 148 children over 8 and under 21 years of age, residing in the county or city.	What per cent. the average daily attendance is of the whole number of children attending school any portion of the year.
	1.	2.	3.	4.	5.	6.	7.
Albany (towns),...	112.63	77.42	25.16	22.46	32.24	85.30	37.80
“ city,.....	221.72	152.41	44.03	19.86	28.89	60.27	47.92
Allegany, .....	55.86	38.40	19.62	35.13	51.11	110.83	46.11
Broome, .....	56.39	48.76	20.32	36.30	52.81	113.05	46.71
Cattaraugus, .....	58.31	40.08	20.29	34.80	50.63	123.70	40.93
Cayuga (towns),...	58.84	40.45	20.62	35.05	50.99	117.87	43.26
Auburn, .....	138.10	94.98	68.07	49.29	71.70	96.63	74.20
Chautauqua, .....	62.10	42.69	20.23	32.56	47.37	111.93	42.32
Chemung, .....	71.33	40.03	24.46	34.29	49.89	110.13	45.31
Chenango, .....	44.06	30.29	16.88	38.02	55.31	120.75	45.81
Clinton,.....	93.81	64.49	22.79	24.29	35.34	93.94	37.62
Columbia (towns),	70.69	48.59	18.35	25.95	37.75	93.14	40.53
Hudson,.....	160.18	110.11	44.12	27.54	40.06	75.39	53.14
Cortland, .....	46.78	32.16	16.87	36.05	52.45	116.70	44.94
Delaware,.....	44.05	30.28	15.56	35.32	51.38	117.74	43.64
Dutchess (towns),	78.71	54.11	18.00	24.14	35.12	83.38	42.12
Poughkeepsie,..	147.92	101.68	28.45	19.42	28.25	68.42	41.28
Erie (towns),.....	80.40	55.27	22.42	27.88	40.56	93.95	43.17
Buffalo,.....	99.62	68.48	29.57	29.68	43.18	95.94	45.01
Essex, .....	58.34	40.10	17.29	29.23	42.52	111.15	38.25

Tabular Synopsis of School Attendance.—Continued.

	1.	2.	3.	4.	5.	6.	7.
Franklin, .....	67.93	46.70	16.97	24.98	36.34	99.82	36.41
Fulton, .....	80.05	55.03	21.32	26.23	38.16	98.45	38.76
Genesee, .....	67.66	46.51	22.73	33.59	48.87	102.73	47.57
Greene, .....	63.33	43.53	18.76	29.61	43.88	104.40	42.03
Hamilton, .....	34.73	23.87	10.05	28.94	42.10	109.92	38.30
Herkimer, .....	64.52	44.35	19.76	30.63	44.56	98.67	46.17
Jefferson, .....	59.78	41.09	19.85	33.19	48.29	108.96	44.32
Kings (towns), .....	1541.71	1059.77	33.37	2.16	3.24	8.47	38.25
Brooklyn, .....	211.54	145.41	44.58	27.88	40.56	71.20	56.96
Lewis, .....	53.26	36.61	16.82	31.58	45.94	106.34	43.20
Livingston, .....	68.27	46.93	21.96	32.18	46.82	104.80	44.67
Madison, .....	58.82	40.43	20.24	34.38	50.02	111.44	44.88
Monroe (towns), .....	78.68	54.08	23.71	30.17	43.89	101.91	43.06
Rochester, .....	185.71	127.66	49.09	26.47	38.51	66.62	57.81
Montgomery, .....	89.17	61.30	24.29	27.25	39.64	95.88	41.34
New York, .....	136.95	94.14	39.48	28.83	41.94	101.34	41.38
Niagara, .....	83.90	57.67	26.26	31.31	45.55	106.66	42.71
Oneida (towns), .....	66.57	45.76	21.05	31.62	46.00	111.07	41.41
Utica, .....	159.55	109.67	37.92	23.77	34.58	57.99	59.63
Onondaga (towns) .....	69.42	47.72	24.57	35.40	51.50	108.89	47.30
Syracuse, .....	114.71	78.86	40.99	35.72	51.97	82.43	63.05
Ontario, .....	65.32	44.90	22.01	33.70	49.03	105.52	46.46
Orange, .....	111.27	76.49	26.25	22.64	32.94	83.58	39.39
Orleans, .....	73.53	50.44	23.74	32.29	46.98	99.39	47.27
Oswego (towns), .....	68.86	47.82	24.34	35.45	51.57	115.68	44.58
" city, .....	127.44	87.60	48.07	37.72	54.87	95.19	57.64
Otsego, .....	51.92	35.69	18.88	36.37	52.91	111.75	47.34
Putnam, .....	81.91	56.30	22.22	27.12	39.45	97.60	40.42
Queens, .....	141.17	97.04	28.55	20.23	29.43	75.48	38.99
Rensselaer (t'ns), .....	87.70	60.28	22.78	25.83	37.58	93.32	40.27
Troy, .....	135.47	93.12	32.66	24.11	35.07	78.33	44.77
Richmond, .....	220.86	151.82	40.95	18.54	26.97	64.29	41.95
Rockland, .....	169.42	116.46	32.00	18.89	27.48	71.07	38.67
St. Lawrence, .....	63.15	43.41	21.57	34.15	48.68	116.80	41.68
Saratoga, .....	73.55	50.56	20.63	28.05	40.80	97.39	41.89
Schenec'dy (t'ns), .....	72.94	50.14	19.93	27.33	39.76	97.41	40.82
" city, .....	100.00	68.74	37.68	37.62	54.73	99.29	55.12
Schoharie, .....	61.11	42.01	19.95	32.65	47.50	114.41	41.52
Schuyler, .....	57.10	39.25	18.08	31.67	46.07	111.30	41.39
Seneca, .....	82.62	56.79	24.53	29.70	43.21	100.41	43.03
Steuben, .....	63.99	43.99	20.66	32.29	46.98	110.81	42.39
Suffolk, .....	88.42	60.78	23.02	26.03	37.87	92.41	40.98
Sullivan, .....	76.36	52.49	19.64	25.71	37.60	103.38	36.37
Tioga, .....	61.89	42.54	22.17	35.90	52.23	113.29	46.10
Tompkins, .....	59.98	41.23	20.81	34.70	50.48	111.97	45.08
Ulster, .....	110.73	76.11	27.99	25.28	36.78	94.06	39.10
Warren, .....	58.21	40.01	17.79	30.56	44.46	108.81	40.86
Washington, .....	62.38	42.88	20.00	32.15	46.77	114.95	40.69
Wayne, .....	65.86	45.27	21.40	32.52	47.31	111.56	42.47
Westchester, .....	125.72	86.42	32.76	26.05	37.89	87.56	43.27
Wyoming, .....	55.30	38.01	19.26	34.85	50.70	111.16	45.61
Yates, .....	57.33	39.41	21.60	37.67	54.80	111.09	49.33
State, .....	90.37	61.12	25.55	28.28	41.14	95.35	43.14
Rural districts, .....	73.89	50.79	21.47	29.06	42.28	98.89	42.75
Cities, .....	148.68	102.20	40.03	26.92	39.16	89.12	43.94

This Table contains a vast fund of useful information, and, I trust, will receive from you, and from the people in different sections of the State, that careful study which its importance demands.

The first column of the table shows the average number of children, over 5 and under 21 years of age, residing in each county, part of a county, or city, for each qualified teacher employed for 28 weeks, or during the time school was taught. These numbers, for each county and city, are found by dividing the whole number of children over 5 and under 21 years of age residing in the county or city, by the number of qualified teachers employed as aforesaid in such county or city.

It will be seen that this number varies largely, ranging from 34.73 in Hamilton county, to 220.86 in Richmond county, 221.72 in this city, and 1541.71 in the towns of the county of Kings. The average number for the State is 90.37; for the cities, 148.68, and 73.89 for the rural districts. In the rural districts the variations extend from 34.73 in Hamilton county, to 220.86 in the county of Richmond.

The second column shows the average number of children over 6 and under 17 years of age, residing in the respective counties and cities, for each qualified teacher. By comparison and approximate calculation, it is ascertained from census statistics, that that portion of the population of the State consisting of persons over 6 and under 17 years of age is very nearly 68.74 per cent. of that portion embracing persons over 5 and under 21 years of age. Hence the figures in column 2 may be obtained from those in column 1, by multiplying them by the decimal .6874. I need not remark that the numbers in column 2 will, when compared one with another, show the same ratios as the numbers in column 1. Comparatively few children under 6 years of age, and also of those over 17 years of age, attend the common district school for any considerable portion of the school year; and hence it has been deemed best to make calculations and compare results, including in one case the number of children over 5 and under 21 years of age, and, in the other, those over 6 and under 17 years of age.

The average daily attendance of pupils during the school year is found, for each school district, by dividing the total number of days' attendance of all the pupils attending school during the school year, by the actual number of days the school was in session. The average daily attendance for each district, in each county and city, is thus found; and these numbers, being added, give the total average daily attendance of pupils for each county and city in the State. Such average daily attendance for any county shows that the actual aggregate number of days' attendance, in the county, is equal to what the number of days' attendance of the pupils, indicated by the figures placed in this column, would be, in case they attended regularly every day on which school was in session during the

year. By dividing the average daily attendance for any county or city by the number of qualified teachers for such county or city, we ascertain the average number of pupils, for each qualified teacher, in daily attendance at the schools for the whole time school was in session during the school year.

The third column in the table shows the proportionate average daily attendance of pupils in each county and city, for each qualified teacher. These numbers again differ very widely; ranging, in the cities, from 28.45 in Poughkeepsie, to 68.67 in Auburn;— in the rural districts, from 10.05 in Hamilton county, to 40.95 in Richmond. The attendance of children has been equivalent, in the whole State, to an average number of over 25 (25.55) pupils for each qualified teacher, attending school through the year, every day on which school was in session; in the cities, a little over 40 (40.05) pupils; and in the rural districts, over 21 (21.47) pupils.

The figures in the fourth column are obtained, for each county and city, by dividing the average daily attendance by the number of children resident therein, over 5 and under 21 years of age. This column, therefore, shows what per cent. the actual aggregate number of days' attendance, for each county and city, is of what the full attendance, of all the children over 5 and under 21 years of age residing in the county or city, would be, if they had attended school every day on which school was in session through the year. In other words, it shows how large an average daily attendance at school, during all the time school was in session, there was for every 100 children over 5 and under 21 years of age, residing in the county or city.

The figures in the fifth column are obtained by dividing the average daily attendance, for each county and city, by the number of children resident therein, over 6 and under 17 years of age. Hence it shows what per cent. the actual aggregate number of days' attendance is of what the full attendance of all the children over 6 and under 17 years of age would be, if they (and they only) had attended school, through the year, every day on which school was in session.

The numbers in these last mentioned two columns are of great interest, and of peculiar significance,— for the reason that they show pretty accurately the educational status of the various counties and cities, and indicate the degree of efficiency of the public schools, and of the interest in them shown by the people. Leaving the towns of Kings county out of the question, which give only 2.16 per cent., we find that the per cent. varies in the fourth column, in the rural districts, from 18.54 per cent. in Richmond county, to 38.02 per cent. in Chenango county;— in the cities, from 19.42 per cent. in Poughkeepsie, to 49.29 per cent. in Auburn. The general average for the rural districts is 29.06 per cent.; for the cities, 26.92 per cent.; for the entire State, 28.28. Thus we see that the total attendance of all the child-



ren attending the public schools in the State is about 28.28 per cent. of what the full attendance of all the children over 5 and under 21 years of age would be, if they had attended every day on which school was in session through the year.

The numbers in the fifth column, compared with each other, show the same ratios as those of column 4. We find the aggregate attendance in the whole State to be 41.14 per cent of what the attendance would be if it consisted of the full attendance of all those children only over 6 and under 17 years of age, attending every day on which school was in session. In the rural districts this per cent. is a little greater, being 42.28; while in the cities it is 39.16.

The sixth column shows how many children, over 5 and under 21 years of age, attend the public schools some portion of the year, for each 100 children over 6 and under 17 years of age. It will be observed that in a majority of the counties the whole number thus attending school is greater than the number residing in such counties respectively, over 6 and under 17 years of age. It must not be inferred from this that all the children over 6 and under 17 years of age attend the public schools some portion of the school year. Probably they do not in any case; but none, in any case, are reported as attending, except such as are over 5 and under 21 years of age. To explain more definitely: for each and every 100 children in the State, over 6 and under 17 years of age, there are nearly 148 (mathematically 147.62) children over 5 and under 21 years of age. Now the tabular number [in the sixth column for Cattaraugus county is 128.70; which shows that for every 100 children over 6 and under 17 years of age, or, what amounts to the same thing, every 148 children over 5 and under 21 years of age, residing in Cattaraugus county, 128 (128.70) children attend the public schools during some portion of the school year. It will be seen that there is a great disparity in the numbers given for the different counties and cities. The number of children attending public school is comparatively smaller in the cities than in the rural districts. After making all due allowance for private schools in the cities, it still remains true that the number of children growing up in ignorance is comparatively much greater in the cities than in the rural districts. The average number attending school some portion of the year. for every 100 children over 6 and under 17, or every 148 over 5 and under 21 years of age, ranges in the several cities from 58 (57.99) in Utica, to 99 (99.29) in Schenectady — while the average number for all the cities is 89 (89.12). In no city, except New York, does the number attending school some portion of the school year equal the number over 6 and under 17 years of age. Leaving the towns of Kings county out of the question, where the number is only 8.47, the numbers range in the rural districts from 64 (64.29) in Richmond county, to 124 (128.70) in Cattaraugus county; while the average

number for the rural districts is 99 (98.89). The average number for the entire State is 95 (95.35).

This shows that the whole number of children over 5 and under 21 years of age, attending the public schools some portion of the year, is 95.35 per cent. of the whole number of children over 6 and under 17 years of age residing in the state. There are 38 counties, in each of which the number attending school some portion of the year is greater than the number over 6 and under 17 years of age. This is a fact very gratifying to the friends of popular education, and one which will encourage them to higher and more earnest efforts in the future, and re-assure them in their hopes of final and complete success in this the great cause of the people.

The seventh column is obtained by dividing the average daily attendance for each county and city, by the corresponding whole number of children attending school during some portion of the year. The numbers in this column will, therefore, vary from two causes: First, not all the children attended the same fractional part of the time during which school was in session; and, second, the children did not all attend with the same regularity. The numbers will consequently show irregularity of attendance; and for this purpose, more particularly, is this column designed. The nearer the per cent. approaches to 100, the greater is the degree of regularity of attendance, and the greater the average portion of the time during which school was in session that the children have attended. If in any county or city the children attending school some portion of the year, all attended regularly every day school was in session, then the average daily attendance of pupils would be, for such county or city, equal to the whole number of children attending school at all, or enrolled on the register of attendance; and this average daily attendance being divided by the number registered, the dividend and divisor being equal, would show 100 per cent.; that is, the attendance at school of those attending at all would be perfect, each one of the pupils registered at the school having attended regularly every day during the time school was open. The numbers in this column show, also, precisely how large the average daily attendance of pupils is for each 100 children registered at the schools as having attended during some portion of the year; or, in other words, what per cent. the actual attendance, for the school year, of those children attending school at all, is of what their attendance would have been had they attended through the year, regularly, every day on which school was really in session. These numbers also vary considerably. Leaving out the towns of Kings county, they range from 36.37 per cent. in Sullivan county, to 74.20 per cent. in the city of Auburn. It will be observed from these numbers, that while the number of children attending school some portion of the year forms in the cities a less per cent. of the whole number over 5 and under 21 years of age, than in the rural

districts; yet the attendance of those actually going to school is more regular, and for a greater portion of the year, in the cities, than in the rural districts.

Some of the counties and cities have a fair standing in some of the columns, while in others they do not appear in so enviable a light. Hence, to find the proper educational status of any county or city, the numbers relating to it, standing in all these columns, should be examined and compared.

From the Tabular Synopsis of Attendance and the foregoing remarks in regard to it, it will be seen that there was an immense loss of time from school during the past school year. Let us ascertain, so far as we may, its precise amount. That the estimate may be fair and reasonable, we will compute the loss for those children only who are over 6 and under 17 years of age. The number of children in the State over 5 and under 21 years of age, as reported by the school officers, was 1,398,759. The number over 6 and under 17 years of age being, as previously stated, about 68.74 per cent. of these, would consequently, be very nearly 961,518.

Now, every day during the year some of this last number were in school and others out of school; and if we knew the average number of those in school, then, by subtracting it from 961,518, we should ascertain the average number of those who were out of school. The average number of children *over 5 and under 21 years of age* in school every day during the year, as reported by the school officers, was 395,617. Some of these were under 6 and others over 17 years of age. Hence, were these subtracted from the whole number in school (395,617), evidently we should find the number of those over 6 and under 17 years of age, who were in school, to be less than 395,617. If we subtract 395,617 from 961,518, we obtain for a remainder 565,901. But the number of children over 6 and under 17 years of age every day in school being less than 395,617 (the number previously subtracted), if we subtract *it* from the same number, 961,518 (which represents the whole number of children in the state over 6 and under 17 years of age), we shall obtain for the remainder (which, as before stated, must represent the number of those children every day out of school), a number *greater* than 565,901. Therefore, there were, during the past year, in the State, on an average, more than 565,901 children over 6 and under 17 years of age every day out of school. This amounts to an annual loss, by children of this age only, of over 565,901 school years' instruction. Thus more than half a million of years' instruction have been lost in a single year!

Let us compute this loss from a pecuniary stand-point. The sum paid out in the State for public schools for the last school year, was \$5,735,460.24. The schools were open to all these children during the whole time school was in session; and hence, those failing to attend, lost the benefit of this

money. The children over 6 and under 17 years of age in the State are about 68.74 per cent. of those over 5 and under 21; consequently 68.74 per cent. of this sum (\$5,735,460.24) is the portion properly applicable to their instruction, and it amounts to \$3,942,555.36. Those attending school are, as shown by the 5th column in the Tabular Synopsis, 41.14 per cent. of the whole number over 6 and under 17 years of age; consequently (100 — 41.14) 58.86 per cent. of these children were out of school. Having been out of school, they have lost the benefit of their share of this money, which (being 58.86 per cent. of it) amounts to \$2,320,588.08.

This is the loss for a single year; but it is comparatively a small share of the total loss. The loss of a single year's instruction, viewed pecuniarily, is a great loss to the child so losing it. "Knowledge is power," and gives an individual increased ability to earn and accumulate money. Let us suppose that the loss of each child losing a year's instruction, as above stated, was *equivalent to* \$50.00 over and above the loss previously estimated.

This sum multiplied by 565,901, the number of children over 6 and under 17 years of age every day out of school, gives \$28,295,050; which, added to \$2,320,588.08, the other sum lost, gives \$30,615,638.08.

This is the loss for one year. Were this state of things to continue, the loss would increase from year to year in the same ratio with the increase of population. But were only *this* loss to occur annually, in a single decade it would amount to \$306,156,380.80. In 50 years it would reach \$1,530,781,904, which exceeds by \$14,925,475 the total valuation of the taxable property in the State, as given by the local assessors in the year 1865!

Great as this loss appears, thus estimated, it is infinitely greater when regarded in a mental and moral point of view. What is lost is of too precious a nature to admit of measurement by any commercial standard of value. It is personal and direct to the children losing the instruction and its power for usefulness, and it subtracts just so much from the sum total of what should be the united power and wisdom of the future. The harvest time of youth is lost, and often times supplanted by damage and mischief. Human happiness, all the beneficial results which must surely flow from a knowledge of their political duties as citizens of a free country, from a proper appreciation of the principles of social ethics, and from a conscientious understanding of the obligations of obedience to the wholesome restrictions and directions of laws, both human and divine—all are jeopardized, or lost, or worse than lost.

In whatever light presented, the fact of this non-attendance at the schools should command the serious attention of the Legislature. To the State and to the world this is of greater importance than all the canals, rail roads and banks which deservedly occupy so much attention. "Instruction is the good seed sown, which yieldeth some fifty and some an hundred fold."

But the question arises, What are the practical remedies? I answer that the time may come when the State will be obliged to make attendance

obligatory for her own safety. She may be obliged to do so, compelled by her sense of duty to protect, in the enjoyment of their right in the schools, those who are too young and dependent to protect themselves. Surely, she can allow neither the minds nor the bodies of her children to starve, when herself blessed with abundance.

Granting that every child has a right to only so much instruction as shall fit him for the most ordinary duties of the citizen and the man; then the school, and the use of the time of his life when his activities are in full play, are for him also; they are the means necessary to the end, and no parent or guardian can justly deprive him of either. No guardian is excusable for starving the mortal body of his ward: if he does so, the law steps in and deals with him, and no one complains of the humane interference, nor doubts the rightful authority of the law. How much more reprehensible is the wrong when, through thoughtlessness, parsimoniousness or malevolence, such starving process is inflicted upon the immortal mind! And if this starving system be persisted in after persuasive and every other corrective measures have been tried and failed, who will question the just expediency of a law to compel attendance upon school instruction?

Such a law, however, should be the last resort. Invitation and persuasion are more in accordance with the genius of our institutions, than the exercise of compulsory power; and it seems to me that the wisdom of the state should first undertake to make the schools so attractive, and mental application so pleasant and its results so desirable, that the multitudes of absentees and truants will voluntarily and cheerfully seek the school-room with punctuality. A resort to measures requisite for such a purpose is so unquestionably within the jurisdiction of legislative power, that objection could not be raised.

First, then, the State should make ample provision for the preparation of teachers, who will, by all their words and deeds, command the attention and gain the confidence and love of both parents and children. To secure such preparation, many more normal and training schools should be established and provided with an efficient support; teachers' institutes and associations should be encouraged; and the appropriation for the former should be so increased, that two or more corps of skillful teachers can be constantly employed in the different counties in giving instruction to the local teachers. A comparatively small appropriation for this purpose would be of invaluable service. The salaries of the School Commissioners, also, should be so increased, as to enable them to devote their entire time to their noble work.

Finally, the proposition that "the property of the State should educate the children of the State," should be carried out, by making the schools at once and forever FREE. From the inception of our school system, the support of schools by taxation of property has been sanctioned by succes-

sive legislative enactments. Since that early period, by authority of statute law, the property of school districts has been taxed for the purchase of sites, for erecting and furnishing school-houses, and for the payment of exemptions from and deficiencies in rate bills. The Constitution of 1822 dedicated to the common school fund all the proceeds of the lands belonging to the State, and the income therefrom to the support of schools. The Constitution of 1846 confirms that dedication by declaring that the capital of that fund shall be preserved inviolate, and its revenues applied to the support of common schools; and the provision is included, that \$25,000 from the revenue of the United States deposit fund shall be annually added to the common school fund. The Legislature of 1851, after the people had declared by an overwhelming vote in favor of taxation for the entire support of the schools, or, in other words, that the property of the State should educate the children of the State, authorized a state tax of \$800,000 for this purpose; and the Legislature of 1856 increased this amount by making the tax three-fourths of a mill. Numerous special acts, based on the same just and wise policy, have been passed from time to time, by means of which the schools of our cities and of many of our villages are supported wholly by taxation upon property. Under authority of law, the people of other villages and thickly populated districts, have organized union free schools; thus by voluntary action sanctioning this policy, and acknowledging its justice.

If the hundreds of thousands intellectually starved by the operation of the *odious* rate bill could rise up in contrast with those generously nourished by the free system, the revolution in favor of the latter would become an "irrepressible conflict," which would result in the total overthrow of that slavish love of gain, which denies the common brotherhood of man, and ignores the divine command, "Love thy neighbor as thyself." I can conceive no higher legislative obligation than that of making provisions by which the portals to the school shall be thrown more widely open; because I know of no other one mode by which attendance can be so generally encouraged in the rural districts.

I may be allowed, in this connection, to manifest a special anxiety for the children of those soldiers and sailors who have died or been disabled while serving in the army or navy of the United States, by recommending that provision be made by which the public schools shall be required, and all other institutions of learning that participate in the distribution of any of the public moneys be induced, to give them instruction free of tuition. It is believed that this boon should be generously and freely extended and made an *inheritance*, a *right*, recognized and secured by the majesty of law. Surely a manifestation of an *earnest gratitude* for the

services and sacrifices of their fathers would be worthy of a grateful people. How so touchingly manifest that gratitude, as by such a provision for their children. If in other times the life of this nation shall be again imperiled, where so hopefully look for the loyal and the brave, as to these foster-children whose incentive shall be, not only to imitate the manly and patriotic deeds of their fathers, but to shield the Protectress, who, in their early years, folded them in her arms with a loving kindness second only to that of Him who gave to us the victory ?

#### INSTITUTION FOR THE DEAF AND DUMB.

The Annual Report of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, for the year ending December 31, 1865, will exhibit the increasing efficiency and usefulness of that noble institution, which for nearly fifty years has done such signal service in the interest of a most unfortunate class ; opening before them a new world of effort and enjoyment, and advancing them to usefulness and honor.

This institution was incorporated in 1817, and its management was vested in a society which now numbers 669 life members, representing different parts of the State. At their annual meeting in May, the Society elect a Board of Directors, composed of gentlemen of high standing and intelligence, who devote gratuitously much time to the trust committed to them.

The buildings occupied by the institution, which were finished in 1856, are situated on Washington Heights, in a commanding position on the Hudson river. The site is peculiarly attractive and salubrious, and the buildings are admirably adapted to the purpose for which they were erected.

The grounds owned by the institution comprise  $37\frac{1}{2}$  acres, and are in a high state of cultivation.

This institution is now the largest of its kind in the world ; and the system of instruction is believed to embrace all that is valuable in other similar institutions, and to present additional features, the value of which experience has successfully demonstrated. The venerable and accomplished Principal, Dr. PEER, is assisted by a full corps of able and experienced teachers.

In the intervals of study the pupils are exercised for two or three hours each day in mechanical trades, that they may thus be prepared to support themselves by their own industry, when they pass from the care of the institution.

The aggregate number of pupils the past year has been 402 : 234 males, and 168 females ; of these, 267 are supported by the State, 81 by the counties, 13 by the State of New Jersey, 2 by the Institution, and 39 by their friends. The whole number of pupils the preceding year was only 354, of whom 256 were State pupils.

The Annual Report of the Institution will exhibit in full the state of its

finances, and as in 1865, will show an insufficiency in the appropriation to meet expenses. The *per capita* allowance by the State is only \$180; a sum obviously inadequate, in view of the peculiar care necessary to be bestowed upon these pupils, and of the present and prospective high prices of all the means of living. These necessities, it is almost superfluous to say, call most urgently upon the Legislature to grant a more efficient relief — a relief demanded on the score of justice as well as of charity — to these our unfortunate fellow creatures, thus doomed to pass their lives in the dreary realms of silence.

It is also suggested, that the amount to be paid by counties sending pupils under 12 years of age, as provided by chapter 825 of the Laws of 1863, which is fixed at \$150 per annum, should be correspondingly increased.

#### NEW YORK INSTITUTION FOR THE BLIND.

The number of pupils in the New York Institution for the Blind, on the 30th day of September 1865, was 121: of these, 108 are supported by the State of New-York; 8 by New-Jersey; and 5 by their friends. There are twenty-one teachers: seven in each department, literary, musical and mechanical.

The course of study comprises the common English branches, together with natural philosophy, algebra, geometry, history, the use of the globes, music, and mechanical pursuits. In all of these, the progress of the pupils for the past year is reported as satisfactory.

No special changes mark the history of the Institution for the year. The same successful methods of instruction are pursued as heretofore. Full particulars will be found in the Annual Report of the Institution.

I still retain the conviction of the duty of the State, to provide for all the blind who shall desire it, a Home, where intelligent and benevolent hands may minister to their culture and happiness, and where the competent may be employed in some industrial vocation, for the purpose of attracting their attention from the dismal prospects of their hopeless afflictions, and of enabling them to contribute to their own support. It is not enough to provide for their scholastic education. They are, for the most part, dependent after they have passed creditably the examination of the schools, and ought not then to be committed to the uncertain and fickle charity often grudgingly awarded by the sympathy of individuals.

#### INDIAN SCHOOLS.

The Annual Reports of the local Superintendents of the Indian Schools on the several reservations, presented herewith in Appendix marked (D), will show the condition of those schools, and justify the provision made by the State for their support. The average time during which they were in session in the school year ending with the 30th day of September 1865,



was 28½ weeks, with an aggregate attendance of 971 pupils. The prescribed time for attendance was greater; but owing to the rise of prices, and the smallness of the appropriation authorized, the time was reduced, and the necessary repairs of the school-houses were deferred. Nearly all the school-houses need either slight repairs or additional apparatus, and two or three new school houses are wanted. These much needed improvements may be made at an expense of a few hundred dollars, in addition to the proffered voluntary contribution of the Indians themselves; still the Superintendent cannot direct them to be undertaken without an increase of appropriation, unless by yet further reducing the school terms, which in his judgment ought not to be done.

The following extract from a letter written by the Rev. ASHER WRIGHT, Missionary on the Cattaraugus and Allegany reservations, is of interest in this connection :

“The progress and natural growth of the system begin to call for a larger amount of means. The Indians are very generally becoming interested in the education of their children. Neighborhoods entirely indifferent, if not actually opposed, a few years ago, are now earnestly pleading for schools. The Seneca Council has appropriated, within a few months, nearly six hundred dollars for the erection of school-houses; and another will probably be built during the coming year, requiring further aid from the State. When these four houses are built, there will be eleven schools on this reservation (Cattaraugus), and only one small neighborhood not accommodated. \* \* \* The Indians here will doubtless come up more and more into the work of sustaining their own schools, so that ere long the State will be able to withdraw gradually from the work. For the present year, however, and perhaps the next, the starting of these new schools seems to make it very desirable — I ought to say necessary — that the State should increase its appropriation, notwithstanding all that the Indians have done, or may be induced to do, for helping on the enterprise.”

The following is an abstract of the receipts and disbursements on account of Indian schools during the year:

*Receipts.*

1864.		
Oct. 1.	Balance.....	\$ 927 52
“	Appropriation (chapter 280, 1864),.....	4,000 00
1865.		
Jan. 27.	Free School Fund,.....	1,547 04
April 28.	Extra Appropriation (chapter 558, 1865),.....	1,000 00
		<hr/>
		\$7,474 56

*Superintendent of Public Instruction.* 185

*Paid during the year.*

Cattaraugus and Allegany,.....	\$4,172 45
Oneida,.....	332 02
Onondaga,.....	199 77
Tonawanda,.....	219 01
Tuscarora,.....	510 03
Saint-Regis,.....	485 00
Shinecock,.....	118 00
	5,981 28
Balance October 1, 1865,.....	\$1,493 28
Paid since October to January, .....	712 23
	\$781 05
Appropriation (chapter 351, 1865), .....	4,000 00
	\$4,781 05
Balance January 1, 1866,.....	\$4,781 05
Against January 1, 1865 : \$3,467.88.	

The Digest of Statistics, Appendix E, will show the census of Indian children of school age, the number of weeks' school in each district, the whole number of children attending school, their average attendance, and the amount expended on each of the reservations.

These schools have been in operation during the last nine years, and their benign influence is already made apparent in a variety of ways. The value of intellectual culture is better perceived and more clearly appreciated by both adults and children. The Indian youth are taught to read understandingly, and to find enjoyment and improvement in the perusal of well-written books of entertainment and instruction: they thus acquire rapidly a knowledge of the practical habits and refined manners of civilized society, and become qualified to occupy a more respectable and useful position in the general community.

I need only invite your attention to the fact, that, to support these or any other schools, the appropriation must be nominally greater than in former years.

THOMAS ORPHAN ASYLUM.

The Report of the Trustees of this Institution will be found in Appendix marked (C); and your special attention is invited to the facts therein stated, in the confident belief that their economical management will meet your approval, and that an institution so worthy, and so modest in its claims, will not be neglected when you shall make provision for the support of those who are so unfortunate as to be dependent upon the charity of the State, for shelter, food, clothing and education.

It will be observed with compassion, that the fathers of some of the children supported in this asylum, generously sacrificed their lives in the

late war, to defend and perpetuate the government; leaving their children in their tender years, "without where to lay their heads."

STATE NORMAL SCHOOL.

During the past year, embracing the forty-first and forty-second terms, one hundred and seventy-nine candidates for admission were examined, and one hundred and sixty-seven passed the examination and entered upon the prescribed course of study. Of these, seventy-eight had previously taught school for an average of seventeen and one-third months. The average age of those, when admitted, was nineteen and one-fourth years. The whole number of pupils who were in attendance was two hundred and seventy-eight, of whom fifty-one were males and two hundred and thirty-seven were females. Fifty pupils completed the full course of instruction, and received diplomas; of whom five were males and forty-five were females. Thirty-one of the counties were represented in the graduating classes.

The whole number of graduates since the commencement of the school is one thousand four hundred and eighty-eight: the whole number admitted to the school, during the same time, is four thousand one hundred and fourteen. Over thirty-six per cent. have, therefore, graduated; a fact which, in view of the severity of the course, the infirmities of some and the limited pecuniary ability of others, is deemed creditable to the general conduct of the school.

During the late war there was a marked diminution in the number of male pupils, and since its close an increase; and there may now be seen in the school young men who bear honorable marks of the desperate conflict in which they were courageous actors. That the number of this honored class will increase during this year is confidently anticipated; for teaching is one of the occupations in which they may hopefully engage among a grateful people—though they may be maimed and "bear the empty sleeve or wooden leg"—the unmistakable symbols of our "legion of honor." But it is not anticipated that the number of male pupils will be again as large as in former years; they have a larger field than woman from which to choose their vocation; and of those in whose veins the life blood flows full and free, there are but few so modest, philanthropic and self-sacrificing as to choose a vocation to which is attached comparative seclusion and a precarious reward, rather than one giving a greater sphere of activity and more frequently crowned with riches and honor. Woman already has charge of the primary departments in graded schools, and, to a very great extent, the sole charge of the schools of the rural districts. Of this I am heartily glad; for she is, by nature, better qualified for the delicate and often difficult task. She is, also, taking an honorable position in the higher schools, showing herself competent to perform successfully the duties heretofore assigned almost exclusively to her brothers. When to

her shall be awarded an equal remuneration for equal services, she will more studiously and cheerfully qualify herself for the good work.

The forty-third term (the first of the twenty-second year of this school) commenced on the third Monday of last September; and the number of pupils now in attendance is 223. This number, notwithstanding many of the undergraduates are teaching winter schools, and the high price of board prevents the attendance of others, is greater than that of the corresponding term for several years past.

Long needed repairs and improvements in the school building have been made, which contribute to the health, convenience and instruction of the pupils. They have cost something, but they have so increased the capacity of the Experimental and Primary departments that the increase of receipts for tuition from those departments, during the first year, will nearly equal this necessary and imperative expenditure.

*Faculty.*

OLIVER ARRY, A.M.,  
Principal, and Professor of Moral and Intellectual Philosophy.

REV. FREDERICK S. JEWELL, A.M.,  
Professor of the English Language and Literature.

RODNEY G. KIMBALL, A.M.,  
Professor of Mathematics.

LE ROY C. COOLEY, A.M.,  
Professor of Natural Sciences.

JOHN H. FRENCH, LL.D.,  
Professor of Theory and Practice of Teaching, and Superintendent of the  
Experimental and Primary Departments.

ALBERT N. HUSTED,  
Teacher of Mathematics.

T. SPENCER LLOYD,  
Teacher of Vocal Music.

LOUISA OSTROM,  
Teacher of History and Drawing.

MARY E. BUTLER,  
Teacher of Reading and Mental Arithmetic.

MARY E. HOWELL,  
Teacher of Arithmetic and Grammar.

SYLVIA J. EASTMAN,  
Model Teacher in the Experimental Department.

AMANDA P. FUNNELL,  
Model Teacher in the Primary Department.

It may be observed that there have been, since the last report, some changes in the Faculty. At the close of the forty-second term, Professor Williams D. Huntley tendered his resignation as the Superintendent of the Experimental department, and John H. French, LL.D., received from the committee the appointment as "Professor of the Theory and Practice of

Teaching, and Superintendent of the Experimental and Primary Departments." Mr. Huntley had filled the position he resigned for the nine preceding years with ability and fidelity ; and, without detracting from his superior merits, it is due to the reputation of the school to award to his successor very high qualifications—the result of ripe experience as a practical teacher, of long years of close study of the modes by which intellectual and moral power may be developed and knowledge acquired, and classified and applied with facility to useful purposes.

In consequence of an increase in the number of pupils in the Experimental department, and the necessity of supervising more carefully the practice of the pupil-teachers from the Normal department, a model teacher was employed for that department. A short experience has already shown the propriety of this addition to the corps of teachers.

The well-earned reputation of the Principal of this school as a successful teacher, and a pure and high-minded Christian gentleman, has attracted many pupils to the school ; and that he will greatly increase its popularity and usefulness, is confidently believed.

For a detailed account of the expenses, you are respectfully referred to the Report of the Executive Committee, who have the management of this school.

#### OSWEGO NORMAL AND TRAINING SCHOOL.

This Normal and Training School was established April 15, 1861, by the Board of Education of the city of Oswego, and has hitherto been mainly devoted to the training of teachers for primary schools. Its projectors contemplated the preparation of teachers for the Oswego schools only ; but the popularity of the methods of instruction adopted, and the urgent general demand for teachers, soon brought so many applications for admission from other parts of the State, that the Legislature of 1863 was induced to make an annual appropriation of \$3,000 for the support of the school, on condition that suitable buildings and accommodation should be furnished for its use ; that not less than fifty teachers should be taught therein each year for a period of at least forty weeks ; and that each Senatorial district should be entitled to send thereto annually, free of tuition, two first class teachers.

The Board of Education selected one of the best school-houses in the city for the use of the school, and furnished all the necessary means for conducting the business of instruction ; and the institution was opened, under the patronage of the State on the 17th day of April, 1864. But experience soon disclosed, what those who drew the act did not perceive, that compliance with the provisions for the payment of the appropriation and the selection of pupils were impracticable. Therefore the Legislature of 1865 so amended the act, that except for the first year, the appropriation for its support should be six thousand dollars annually for two

years, on the conditions that each county should be entitled to as many pupil-teachers therein as it has representatives in the House of Assembly; and that the citizens, or the board of education, of the city of Oswego should provide a suitable building for the accommodation of the school. This last condition has been accepted, and generously complied with by the purchase and appropriation for the purpose of a large and commodious edifice with ample grounds, located in one of the most prominent sections of the city, commanding a fine view of the entire town, lake and surrounding country. The main part of this building is constructed of cut limestone, and the wings of wood; it is three stories high, 158 feet in length, 130 feet in depth, and is valued at \$50,000. It contains ample and most convenient accommodations for 600 children in the model and practicing schools, and for 260 or 300 pupils in the normal department. Another term will commence on the 28th of February next, when the building will be completed and appropriated to the use of the school.

The whole number of pupil teachers who have received instruction in this school since its organization is 185, of whom 106 have graduated, and most of them are doing efficient work in the schools at remunerative salaries.

*Board of Instructors.*

EDWARD A. SHELDON, A.M.,  
Superintendent, and Professor of Didactics.

JOHN W. ARMSTRONG, A.M.,  
Head Master, and Professor of Natural Science and Moral Philosophy.

ISAAC B. POUCHER,  
Superintendent of Model and Practicing Schools, and Teacher of Higher Arithmetic and Algebra in Training School.

HERMAN KRUSI,  
Teacher of Form, Drawing, Geometry and History, and Philosophy of Education.

EMERSON J. HAMILTON, A.M.,  
Teacher of Rhetoric, Composition, History and Higher Mathematics.

VIRGIL C. DOUGLASS,  
Teacher of Writing and Book-keeping.

JAMES H. HOOSE, A.M.,  
Assistant in the Department of Natural Science.

MARY H. SMITH,  
Teacher of Geography, Geometry and Mental Philosophy.

MATILDA S. COOPER,  
Teacher of Elementary Arithmetic and Grammar.

ELLEN SEAYER,  
Teacher of Botany, Methods of giving Object Lessons and Moral Instruction, and Critic in the Junior Practicing School.

MARY PERKINS,  
Assistant Teacher in Form, Drawing, Geography, and Critic in Practicing  
Schools.

S. C. BANCROFT,  
Teacher of Vocal Music.

LEONORA T. CLAPP,  
Principal and Critic of the Primary Practicing School.

KATE DAVIS,  
Assistant Critic in Primary Practicing School.

LOISE BRANT,  
Assistant Critic in Junior Practicing School.

KATE WHITNEY,  
Teacher of Model Graded School.

SARAH M. HASKELL,  
Teacher of Model Ungraded School.

The following courses of instruction have been prescribed, in view of the design of the school:

The *Elementary Preparatory Course*, which is limited to one term of twenty weeks, is devoted chiefly to instruction in spelling, reading, writing, single-entry book-keeping, linear and object drawing, physical and political geography, oral and written arithmetic, history, analysis of words, impromptu composition, and essays. Pupils found not qualified in the subjects and exercises here named, are required to become so before being admitted to a higher course.

The *Elementary Training Course* is limited to one year of two terms, each twenty weeks, and includes instruction in the methods of teaching the branches named in the preceding course, and also in the philosophy of education, school economy, physiology, zoölogy, botany, mineralogy; with daily exercises in impromptu composition, oral and written, and the weekly preparation of written essays. Another division of pupils in this class devote a part of their time to observation in the model schools, and to teaching in the practicing schools under the supervision of competent critics. Two hours each day are given to methods of teaching form, size, measure, color, weight, sounds, objects, animals, plants, ethicz, and to exercises in impromptu composition. Criticism lessons and essays weekly.

To those who master these courses of study, and show themselves qualified in general knowledge, in moral character and natural aptitude to govern and to give instruction, a diploma will be given, duly signed, specifying the subjects in which the holder is deemed qualified, and serving as a certificate of qualification to teach common schools.

Students to be admitted to the higher course — the *Advanced Preparatory Course* — are required to pass satisfactorily a critical examination in the

primary courses. Those admitted are divided and arranged in three classes according to their acquirements.

*Subjects of C Class.*

Higher Arithmetic, Algebra, Grammatical Analysis, Rhetoric, English Literature, Double-entry Book-keeping, Linear and Object Drawing, Botany and Impromptu Composition. Rhetorical Exercises and Essays weekly.

*Subjects of B Class.*

Algebra continued, Geometry, History, Natural Philosophy, Perspective Drawing, Chemistry and Impromptu Composition. Rhetorical Exercises and Essays weekly.

*Subjects of A Class.*

Astronomy, Algebra completed, Trigonometry, Surveying and Mensuration, Mental and Moral Philosophy, Geology, Mineralogy, and Impromptu Composition. Rhetorical Exercises and Essays weekly.

The next higher course, the *Advanced Training Course*, occupies one term of twenty weeks, and is devoted to instruction and practice in the methods of teaching the subjects of the next preceding course, and also to instruction in the philosophy of education, school law, science of government, school organization and discipline, and to the theory and practice of school economy generally.

To those who satisfactorily complete this course, a diploma is given as a testimonial of their general qualifications and ability to teach the English branches usually pursued in high schools and academies.

These courses of study were prescribed after a careful consideration of the urgent call for teachers, of the limited time which they can devote to preparation for their work, of the laws which are to be observed in the healthful development and control of all the faculties, and after a full comparison of the views of the most successful educators. That they are perfect is not claimed, but it is believed that experience will soon develop and remove any imperfections.

I avail myself of this opportunity to speak in commendation of the prompt and liberal provision made by the citizens of Oswego, by which all parts of the State may participate in the benefits of this school; and, in view of this praiseworthy action on their part, and of the good policy of giving a generous support to such schools, the conviction is irrepressible that it is both the duty and interest of the State to make the appropriation for its support permanent, and sufficient to give to it a vigorous existence.



## TEACHERS' CLASSES IN ACADEMIES.

Schedule (A) contains a list of the academies that have been selected under authority of the Act of April 13, 1855, to give instruction to teachers' classes, in the science of common school teaching, during the academic year 1865-6.

The following course of study has been prescribed for these classes, viz: Reading and Orthography; Writing; Arithmetic, intellectual and written; English Grammar; Geography: and the obligation is inviolable, that "the time required by the statute," four months, "must be wholly occupied with it."

"With these studies must be combined the theory and practice of teaching, either by recitation from a text-book, or by lectures, or, which is preferable, by both combined. These subjects are to be regarded as indispensable."

The most thorough instruction in the elementary parts of these several subjects is required; and in addition to these, with English grammar, "frequent exercises in composition" must be connected; and with geography, the drawing of maps on the black-board, the use of globes and "mathematical geography." It is further required that the class shall "be recognized and taught as a distinct class, and not merged in the other classes of the Academy." It appears from the returns, that teachers' classes have been formed in seventy-eight of the ninety academies selected for the year 1864-5, and in ten, the entire number of those provisionally appointed, making a total of eighty-eight.

The whole number of teachers thus instructed was 1,598; of whom 304 were males, and 1,294 were females. The reports show that separate instruction was given to these classes in all the academies selected for the purpose, and that comparatively few of the pupils were permitted to pursue studies outside of the course prescribed.

The reports further show that at least seventy-five of these academies have organized and conducted the classes in the spirit of the statute, and have labored honestly and earnestly to properly fit their pupils for teaching.

That these classes have done, and are doing good, none can doubt. But the training of a proper corps of teachers requires something more permanent, more continuous and more effective than these fragmentary efforts, however faithfully they may be made.

## TEACHERS' INSTITUTES.

During the calendar year 1865, sixty-three institutes have been held in fifty-four counties, with an aggregate attendance of 8,887 teachers. The whole number of days' attendance, as reported, is 68,718. The number of teachers enrolled the preceding year was 7,524. The following table will show the counties in which they were held, the places, number of weeks' session, number of teachers and aggregate number of days' attendance:

Teachers' Institutes for the Year 1865.

COUNTIES.	PLACES OF MEETING.	Number of weeks.	No. of teachers.	Days aggregate attendance.
Albany	Clarksville	1	118	518
"	East Berne	1	106	467
"	Watervliet	1	173	535
Allegany	Belmont	2	148	1215
Broome	Binhamton	2	213	2216
Cattaraugus	Ellicottville	2	60	521
Cayuga	Meridian	2	102	831
"	Moravia	2	76	501
Chautauqua	Fredonia	2	437	3220
Chemung	Horseheads	2	73	650
Chenango	Norwich	2	153	1223
Clinton	Plattsburgh	2	99	539
Columbia	Hillsdale	2	131	679
Cortland	Cortlandville	2	140	1133
Delaware	Walton	2	150	1443
"	Roxbury	2	120	1038
Erie	Clarence	2	126	1189
Essex	Elizabethtown	2	86	703
Franklin	Fort Covington	2	65	581
Fulton	Gloversville	2	167	1041
Genesee	Batavia	2	222	1617
Greene	Catskill	2	48	790
Hamilton	Wells	2	30	258
Herkimer	Herkimer	2	312	3127
Herkimer	Watertown	2	129	1416
Jefferson	Turrin	2	65	802
Lewis	Lowville	2	41	358
Livingston	Mount Morris	2	272	2670
Madison	Morrisville	2	146	1055
Monroe	Fairport	2	146	1194
"	Spencerport	2	194	1122
Montgomery	Fort Plain	1	1	1
"	Amsterdam	1	116	413
Niagara	Lockport	2	168	1145
Oneida	Rome	2	222	2077
Onondaga	Elbridge	2	58	529
Ontario	Canandaigua	2	167	1053
Orange	Chester	2	129	1004
Orleans	Albion	2	86	710
Oswego	Fulton	2	85	874
"	Central Square	2	69	773
"	Sandy Creek	2	81	858
Otsego	Cherry Valley	2	121	957
"	Morris	2	95	788
Queens	Flushing	2	105	931
Rensselaer	South Petersburgh	2	130	968
"	Poestenkill	2	92	621
St. Lawrence	Brasher Falls	2	252	2210
Saratoga	Ballston Spa	2	140	661
Schenectady	Schenectady	2	95	585
Schoharie	Middleburgh	2	132	886
"	Cobleskill	2	183	1322
Schuyler	Havana	2	196	768
Seneca	Waterloo	2	160	1270
Steuben	Bath	2	162	1139
Suffolk	Riverhead	1	72	275
"	Patchogue	1	88	347
Sullivan	Monticello	2	148	1037
Tioga	Owego	2	104	1078
"	Waverly	2	72	687
Tompkins	Ithaca	2	171	1305
Ulster	Kingston	2	163	1352
Warren	Caldwell	2	68	458
Washington	Artyle	2	95	699
Wayne	Marion	2	122	951
Westchester	Bedford	1	65	234
Wyoming	Wyoming	1	133	630
"	Arcade	1	157	700
Yates	Penn Yan	2	72	628

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Since 1854 these institutes have been surely and rapidly gaining in public favor, and there is now no question of their necessity in the minds of any one competent of judging. The schools ought to have teachers specially and thoroughly trained for their work. The normal schools and teachers' classes in academies can not furnish one for a hundred that is wanted of such teachers. It is not claimed that the institutes which are in operation only two or three weeks each year can make accomplished scholars; but it is claimed, and proved by experience, that they assist the great number of young teachers who resort to them, in acquiring a certain amount of valuable knowledge of their practical duties which they have not otherwise an opportunity to learn; that without this knowledge they would not produce results, as teachers, so honorable to themselves or so beneficial to the schools.

These institutes have, in short, the advantage of giving instruction, at a comparatively small expense, to a very large proportion of the teachers of the State, who immediately carry back the information and ability derived therefrom into the schools of the counties in which they are held.

Table (F), appended to this report, gives the statistics of the institutes held in this State since the organization of this department; and it affords me pleasure to state that the progress therein exhibited should be attributed chiefly to the meagerly rewarded but zealous labors of the School Commissioners.

#### TEACHERS' ASSOCIATIONS.

Teachers' Associations, in the various counties and commissioner districts, and in some of the towns, continue to do effective work, and a healthful-public sentiment in regard to education is created and fostered through these instrumentalities. Many of the commissioners hold school examinations in the various towns, and meet classes of teachers for instruction and counsel. To the voluntary action of intelligent and zealous teachers is justly due much of the growing prosperity of the schools.

The State Teachers' Association, which celebrated its twenty-first anniversary last summer, is an exponent of the most approved methods in education, and an invaluable auxiliary to our school system. The official organ of this association,

#### THE NEW YORK TEACHER,

notwithstanding the embarrassments incident to the times, is performing effectively the work to which it has for years been devoted. The approval of the Legislature, in former years, of its object and services, has resulted in its increased efficiency. Copies subscribed for by the Superintendent have been sent to school officers and inexperienced teachers, and proved most valuable—especially its instructions and suggestions to young teachers, and as a medium of communication between the Superintendent and school officers and teachers. It is due to the eminent teachers who have long sustained this periodical simply for the public good, that the

*Superintendent of Public Instruction.* 195

State should manifest her appreciation of them, and of their enterprise, by continuing the appropriation heretofore annually made for its support.

PROGRESS AND PROSPECTS OF THE CORNELL UNIVERSITY.

*Letter from Senator Cornell to the Superintendent of Public Instruction :*

ALBANY, January 29, 1866.

Dear Sir : At your request, I submit the following statement of the progress of the CORNELL UNIVERSITY. The trustees organized fully at their meeting at Ithaca in September last.

*Trustees.*

His Excellency Gov. R. E. FENTON,	Hon. E. B. MORGAN,
Lieut. Gov. THOS. G. ALVORD,	“ J. M. PARKER,
Hon. V. M. RICE, Supt. of Pub. Instr.	“ T. C. PETERS,
“ HORACE GREELEY,	HIRAM SIBLEY,
“ EDWIN D. MORGAN,	Hon. LYMAN TREMAIN,
“ ERASTUS BROOKS,	“ EZRA CORNELL,
“ WILLIAM KELLY,	“ J. B. WILLIAMS,
J. MEBEDITH READ, JR.	“ G. W. SCHUYLER,
Hon. G. H. ANDREWS,	WILLIAM ANDREWS,
“ A. B. WEAVER,	JOHN MCGRAW,
“ A. D. WHITE,	FRANCIS M. FINCH,
“ C. J. FOLGER,	ALONZO B. CORNELL.

*Officers.*

EZRA CORNELL, Pres. G. W. SCHUYLER, Treas. F. M. FINCH, Sect'y.

*Executive Committee.*

WILLIAM ADAMS,	Hon. J. M. PARKER,
Hon. J. B. WILLIAMS,	“ EZRA CORNELL,
“ G. W. SCHUYLER,	“ THOMAS G. ALVORD,
ALONZO B. CORNELL.	“ HORACE GREELEY.

EDWIN B. MORGAN.

*Building Committee.*

Hon. A. D. WHITE,	EZRA CORNELL,
“ WILLIAM KELLY,	Hon. A. B. WEAVER,
	FRANCIS M. FINCH.

*Finance Committee.*

Hon. EDWIN B. MORGAN,	JOHN MCGRAW,
“ J. B. WILLIAMS,	Hon. WM. KELLY,
	A. B. CORNELL.

The Trustees received from Ezra Cornell his donation of \$500,000, and invested the same in a fund bearing seven per cent. interest payable semi-annually. The annual interest of this sum, \$35,000, constitutes our only building fund ; as the Trustees adopted the policy of not impairing their capital for any purpose. Ezra Cornell also donated to the trustees a farm of 200 acres and site for the University, valued at \$500,000, and \$10,000 paid for the Jewett cabinet of the Palæontology of New York,

The law of last winter, under which the University is organized, provides that the institution shall have the income from the fund realized from the sale of the college land scrip. This land scrip amounted in the aggregate to 990,000 acres, of which about 90,000 acres had been sold by the Comptroller prior to the passage of the act of last winter, bringing about \$70,000 which is invested in N. Y. 7 per cent. State stocks. Of the balance I purchased 100,000 last fall for \$50,000, agreeing with the State authorities to locate the land for the benefit of the University. This scrip is now being located in Wisconsin and Minnesota, leaving in the possession of the Comptroller scrip for 800,000 acres of land, which we hope to be able to purchase and locate for the University. If all my plans and efforts are successful, I expect to lay the foundation of an endowment fund that will, within ten years, amount to three millions of dollars, and be adequate, in all respects, to give an education to at least the number of students provided for in the act (one from each Assembly district each year), free of all expenses. And this freedom of the University shall not be regarded in any light as a charity to indigent scholars, but as a reward of honor, tendered to those scholars who shall win the highest laurels of our public schools and academies, as provided in the act.

The Building Committee have several architects at work on the plans for the buildings of the University, to commence their erection by the first of April.

A meeting of the Trustees will be called at the Agricultural Rooms in Albany, on the 13th day of February next.

Yours Respectfully,  
E. CORNELL.

V. M. RICE, Esq.,  
*Supt. of Public Instruction.*

#### *Prospective Educational Advantages.*

The present opinions and hopes entertained as to the future of the CORNELL UNIVERSITY are of the most encouraging description, both as regards its speedy completion and arrangement for the commencement of educational operations, and as to the benefits which it can not fail to confer upon the cause of popular education, at the same time that it holds out the noblest opportunity yet proposed in our country for the pursuit of the higher and more persistent efforts in classical study, physical investigation, and philosophical research; thereby surely leading the advancement of the American mind to a more elevated station in the literary and scientific world than has hitherto been its award.

The leading object of the institution is announced, in the fourth section of the act (quoted in the foregoing letter), to be the promotion of the liberal and practical education of the industrial classes in the several pursuits and

professions of life, by providing instruction in the agricultural, mechanical, and military sciences; admitting also such other branches of science and knowledge as the trustees may deem useful and proper. A wise provision, at the outset, forestalls all sectarian or religious preferences, as well as distinctions of rank or previous occupation, respecting eligibility to appointments or offices.

But a more conspicuous and essential feature is unfolded in the ninth section of said act. The University is pledged to accept and instruct gratuitously, students from each assembly district in the State, selected by the proper officers of each county or city (under subsequent examination and approval by the faculty of the University), as being the best scholars; giving preference, however, in the selection, to the sons of those who have died in the military or naval service of the United States, and having consideration likewise to the physical ability of each candidate.

If this design be fully carried out, as it most assuredly will be, the Cornell University becomes the very Crown of our *Public School System*. Its students, being selected from the million because of superior mental and physical capacity, should (and will) be superior to those of any other university in the world.

Let us for a moment anticipate the influence that the opening of the University will be likely to exert upon the schools and the people. Emulation will be kindled among the teachers of different schools in each county and city, to urge forward the efforts of pupils in qualifying themselves to take part in the competition for the highest award of scholarship; to the scholar, the prize of an appointment to the Cornell University will be one of the strongest incentives to studious exertion, not forgetting the very essential complementary condition of a due attention to healthful physical regimen and exercise; the friendly contest going on in every school district will awaken the general public to regard with increased interest the aspiration to a higher sphere of education; the system of primary instruction will be affected by the examination and selection of candidates for the university, an action which will lead directly to an investigation of the modes of teaching adopted, alike in the particular schools where the competitors fail and where they succeed in the race; and, finally, to take a more familiar view, how lively will be the *talk* among the people of the several cities, villages and rural districts, each year, before, after, and while the examination is progressing!

Under the auspices of the distinguished names embodied in the letter to which these few remarks are subsidiary, we may anticipate that the Cornell University will become substantially a College of the People—the college of all the people; for the boy of poverty shall participate in its benefits equally with the boy of riches; the question for admission, and the only question will be: Have you distanced your rivals in the pursuit

of knowledge under difficulties, and have you persevered in the practice of good moral and wholesome physical habits ?

And now to conclude with a word of homage to the Hon. EZRA CORNELL, the munificent donor of nearly a million of dollars to this prospectively beneficent institution ; a perpetual donation, as it were, whose benefits to posterity will increase in arithmetical ratio in all time to come, and serve to place the State of New York in the foremost rank among the nations of the earth, as prompting a benign cultivation of the humanities and a true advocacy of human welfare and happiness. Ranking with the highest patrons of learning the world has yet seen, New York in the person of her CORNELL can now look with emulation and complaisance upon the Sister State Pennsylvania with her GIRARD, upon the centralized Washington with her SMITHSON, upon the intellectual pioneer, New-England, with her admired and flourishing school system ; and it earnestly behooves us and our children to see to it that there shall be left no excuse for the American mind hereafter to follow in the wake of Prussia, of France, of England, on the shoreless ocean of Science and Philosophy ; but, with an abiding faith in the resources, physical and intellectual, of our own country, work on patiently, but earnestly, for the exaltation of knowledge and virtue among men.

#### COMMON SCHOOL FUND.

Table No. 6 will show the increase and diminution of the capital of the Common School Fund during the year ending September 30, 1865.

It is not my intention, in this place, to give a detailed history of this fund. I have, with considerable care and trouble, prepared an article of the kind, but I have found it too lengthy to be inserted in this report. In connection with this table, I desire, however, very briefly to call your attention to two transactions affecting the capital of the fund, as illustrative of the losses to which it has been subjected, and to which it is likely to be subject in the future, unless some action shall be taken on the part of the Legislature to prevent the same.

The first of these transactions is as follows :

In the month of June 1861, the State of New York, in consideration of the sum of \$300,000, conveyed to the corporation of the City of New York certain lands owned by the State and situated in the City of New York, known as the " West Washington Market," the " Watts-street Pier," the " Hubert-street Pier," and a portion of the " Lowber property." The proceeds of this sale were, by the then Comptroller of the State of New York, Hon. Robert Denison, acting by the advice of the Attorney General, passed to the credit of the *General Fund*. A protest against this proceeding was entered at the time by the then acting Superintendent of Public Instruction, Emerson W. Keyes, Esq.; which protest, in the shape of a memorial, addressed to the Comptroller, may be found in the Appendix to

the Eighth Annual Report of the Superintendent of Public Instruction, marked "A."

It is claimed that the *proceeds* of this sale should have been placed to the credit of the capital of the Common School Fund, under sec. 10, art. 7, Constitution of 1822, and art. 9 of the Constitution of 1846. Sec. 10, art 7, Constitution of 1822, is as follows :

"The proceeds of all lands belonging to this State, except such parts thereof as may be reserved or appropriated to public use or ceded to the United States, which shall hereafter be sold or disposed of, together with the fund denominated the Common School Fund, shall be and remain a perpetual fund, the interest of which shall be inviolably appropriated and applied to the support of common schools throughout this State."

This provision was embodied in the Revised Statutes of 1827, in almost the exact language above quoted.

Article IX of the Constitution of 1846 reads as follows :

"The capital of the Common School Fund, the capital of the Literature Fund, and the capital of the United States Deposit Fund, shall be respectively preserved inviolate. The revenue of the said Common School Fund shall be applied to the support of common schools; the revenue of the said Literature Fund shall be applied to the support of academies; and the sum of twenty-five thousand dollars of the revenues of the United States Deposit Fund shall each year be appropriated to and made a part of the capital of the said Common School Fund."

The lands in question originally lay under water, forming a part of the bed of the Hudson and East Rivers, opposite the City of New York. The State assumed ownership of one of these tracts of land on the 24th of April, 1858.

It was claimed by the Comptroller, at the time of the transfer of this property from the State to the city of New York, that the land in question was not owned by the State at the time of the adoption of the Constitution of 1822; and that, therefore, the act of the legislature passed in 1827, embodying the constitutional provision, does not apply to this property; in other words, that the constitutional provision affected only such lands as were, at the time of the adoption of the Constitution, actually owned by the State.

But there are no words of limitation in the constitutional provision, confining its operation to lands *then* owned by the State; nothing but the broad, all-embracing and positive declaration, that the proceeds of *all lands* belonging to the State should, as a part of the capital of the Common School Fund, be preserved inviolate. The provision being unlimited, and being a portion of the supreme law of the State, and having been substantially reproduced in the Constitution of 1846, it is difficult to see wherein it was less binding in the year 1861, when this transaction took place, than in 1823, when the old Constitution became the supreme law of the State. If the



provision applied only to lands actually owned by the State at the time of the adoption of the Constitution, then it may be said, with equal force, that sec. 1, art. 1, of our present Constitution, which declares that "No member of this State shall be disfranchised, or deprived of any of the rights or privileges secured to any citizen thereof, unless by the law of the land or the judgment of his peers," applies to those persons only who were "members of the State" at the adoption of the Constitution in 1846.

But it is claimed that the title of the State to these lands extends far back beyond 1823.

In 1777, the State of New York assumed and thereafter sustained independent sovereignty, and succeeded the British government as owner of all unoccupied lands within her boundaries. These lands were at that time unoccupied, and consequently they belonged to the State. It is true, they were under water; but that fact in no way affected the title of the State. Ownership is limited neither by hight nor depth. By the common law rule, the owners of lands lying along and bounded by rivers not navigable, own to the centre of the stream, including all islands and the bed of the stream. So, also, by the common law rule, which has been repeatedly declared adopted in this State, where lands adjoin *navigable* rivers, *the State owns the land from ordinary high water mark, including the bed of the stream.*

The second transaction affecting the Common School Fund, to which your attention is invited, is as follows:

September 6, 1858, pursuant to chapter 675, Laws of 1857, the Comptroller loaned to the Susquehanna Seminary, located at Binghamton, \$11,000 out of the Common School Fund, and took a mortgage on said Seminary to secure the payment of the debt. The law authorizing the loan directed that it should not be made until it was secured by a bond and mortgage on unencumbered real estate, worth at least double the amount loaned.

No part of the principal or interest of said loan was ever paid; and December 30, 1861, the mortgage was foreclosed, and the property bid in by the State for principal and interest then due, \$13,668.83. Subsequently, by direction of the Commissioners of the Land-Office, it was sold to John Mack and William M. Waterman, for the sum of \$10,550, or \$450 less than the amount of principal loaned in 1858, and, including interest, incurring a loss of about \$4,000 to the Common School Fund. Of the sum which Mack and Waterman are to pay the State for said Seminary, \$7,910 still remains unpaid, secured by their bond.

I have corresponded with a gentleman residing at Binghamton, who is a competent judge of the value of said Seminary, and am informed by him that the building and grounds are worth \$20,000.

I have called your attention to these transactions, fully impressed with the belief that the Common School Fund is smaller, by more than \$300,000,

than it would have been had the constitutional provision guaranteeing its inviolability been regarded. In the opinion which I have given in regard to the first mentioned transaction, I am sustained by several gentlemen eminent in the legal profession, to whom the case has been stated; while the loss occasioned to the fund on account of the loan made to the Susquehanna Seminary is too apparent to need comment.

I respectfully, yet earnestly, request a careful investigation of these matters at your hands; and would recommend the appointment of some competent person to examine into the history of the fund, who shall report to the next Legislature whether, in his opinion any, and if any, what sums are due to the Common School Fund from the general or any other fund.

I would also recommend the passage of an act fully defining the constitutional provision in regard to the Common School Fund, and providing that the *proceeds* of all lands now owned, or which shall hereafter be owned by the State, be placed to the credit of that Fund, in accordance with the manifest intention of the Constitution.

FREE SCHOOL FUND.

The following is a statement of the receipts and disbursements on account of this fund for the last fiscal year :

*Receipts :*

Balance in Treasury, Oct. 1, 1864 :

Appropriated to Common Schools, .....	\$819 79	
"      Indian School, .....	904 07	
"      Institutes, .....	2572 56	
		\$4,296 42
Avails of $\frac{3}{4}$ mill tax, exclusive of the county of New York,		688,749 78
Borrowed from the Commercial Bank, .....		226,695 99
Paid subsequently by New-York, in part, .....		360,896 82
Interest on deposits, .....		183 92
Moneys returned from counties, .....		329 72
		\$1,286,152 65

*Payments :*

For support of Common Schools :

Regular apportionment, .....	\$1,123,296 48
Supplementary, .....	1,375 28
Paid for Indian Schools, .....	2,116 35
For support of Institutes, .....	2,381 40
Paid Commercial Bank, .....	155,592 69
Balance in Treasury, Oct. 1. 1865, .....	1,440 45
	\$1,286,152 65

The condition of the Free School Fund on the 1st day of February, 1866, showing its assets and liabilities, including the tax levied for the sup-

port of schools for the current year, and its apportionment, is exhibited in the following table:

*Condition of the Free School Fund.*

*Assets :*

Balance in Treasury, .....	\$1,440 45
Due from City of New York, Tax of 1862, .....	11,085 52
Interest on the above to February 1, 1866, .....	2,752 53
Balance due from New York, Tax of 1864, .....	71,103 30
Interest on the above to February 1, 1866, .....	8,036 63
Tax of 1865, .....	1,163,159 76
	<u>\$1,257,578 19</u>

*Liabilities :*

Balance due Auditor, for moneys borrowed.....	\$15,000 00
Interest to February 1, 1866, .....	4,329 20
Balance due Commercial Bank, .....	71,103 30
Interest to February 1, 1866, .....	8,036 63
Appropriated to Institutes, .....	241 16
"    to Indians (balance), .....	1,334 76
Apportionment of 1866, .....	1,126,000 00
	<u>\$ 1,226,045 05</u>

*Balance :* ..... \$31,533 14

There is now due from the city of New York, as per annexed statement in appendix marked (9), on account of  $\frac{3}{4}$  mill tax :

Tax of 1864, .....	\$71,103 30
Tax of 1862, .....	11,085 52
On account of interest paid on various sums borrowed to supply deficiency caused by non-payment of $\frac{3}{4}$ mill tax by said city. ....	10,899 42
Making the total due from New York city, .....	<u>93,088 24</u>

By chapter 240, Session Laws of 1863, all moneyed corporations doing business in this State were made taxable on an amount equal to their capital stock together with their surplus earnings, after deducting ten per cent. of such surplus.

By virtue of this provision, all such corporations located in the city of New York were assessed by the local authorities in the years 1863 and 1864; and including the assessments thus made, the total assessed valuation of the county of New York, as equalized by the board of state assessors, was, in 1863, \$547,416,031, and in 1864, \$576,000,161; and upon this valuation the  $\frac{3}{4}$  mill tax for the support of schools was collected.

The question of the constitutionality of said act having been carried to the Supreme Court of the United States, that tribunal decided that the act, so far as it affected those corporations whose capital was wholly or in part invested in United States securities, was in conflict with the acts of Congress exempting those securities from taxation, and was therefore to that extent void. The city was also directed by said court to refund to all such corporations respectively the amount improperly collected.

Upon examining the returns of the ward assessors, it is found that in the year 1863, United States securities, exempt from taxation as aforesaid, were assessed to the value of \$57,963.456; and in the year 1864, to the value of \$44,791,620.88; upon which valuation a  $\frac{1}{4}$  mill tax for the support of schools, amounting in the aggregate to \$77,066.31, had been collected, and that portion for the former of those years paid into the State treasury. Being obliged to refund to the corporations this sum, the city of New York looks to the State for reimbursement. The Comptroller of that city refuses to pay over the unsettled amount of the  $\frac{1}{4}$  mill tax of 1864 due from that city for the support of schools, until the above mentioned claim shall have been satisfactorily adjusted. It is believed, however, that he has no legal right to withhold, for any cause, any portion of the tax for that year.

It will not be claimed that a private citizen, having by mistake overpaid his tax for one year, has a legal right to withhold any part of the tax assessed against him for the next year; and I am not aware that a corporation is entitled to more consideration, in this respect, than a private individual.

The true theory, in my judgment, is, that every tax stands entirely by itself. Every tax is made out for a fixed purpose and a definite sum, and without reference to any unsettled claims of those against whom it is levied. Every dollar of it has been appropriated by law for specific objects. Hence, if it were within the power of local officers to retain a portion of this tax, on account of some real or alleged over-payment at some former time, the public treasury might very frequently be empty at the very time when demands upon it should be met: appropriations made by the legislature would fail of payment; thus greatly injuring the credit of the State, and, in a measure, stopping the wheels of government.

Such are some of the consequences which would follow, were such a power placed in the hands of the local officers.

Every assessment made by the State authorities upon any county is an order to the county authorities to cause to be collected and paid into the State treasury the exact amount called for, without any deduction for any cause whatever.

The county of New York has mistaken her remedy. Her officers should promptly pay into the State treasury the amount assessed against their county, and then apply to the Legislature for reimbursement on account of the over-payment made by them for the years 1863 and 1864. The

treasury may thus have funds sufficient to meet the appropriations of the Legislature; vexatious litigations will be prevented, and the county be fully reimbursed.

I wish to present to your consideration the fact that there are, every spring, from sixteen to twenty thousand teachers, who, for services rendered, expect their pay from the school moneys apportioned by the Superintendent and School Commissioners to the several districts; that there are more than twenty thousand school district officers who are responsible for this payment to the teachers; that these district officers look for the money to nearly a thousand supervisors, and they, in turn, to the county treasurers, and these to the State Treasurer. If the county of New York or other counties, fail to pay their school tax in season, the State can not, pay the county treasurers, and the county treasurers fail to pay the supervisors, and these town officers the orders given to teachers.

The trouble, great as it is, which this delay causes to State officers and county treasurers, is, perhaps, matter of minor importance; but it is *not* a small matter which causes annoyance to 40,000 persons, half of whom are also subject to other delays in getting wages which they have, in many cases, contracted to pay out as soon as received. A great multitude of people are thus subjected to much unnecessary trouble and expense. A remedy can be secured only by legislative action. I recommend, therefore, that a law be passed, requiring every county whose school tax shall not be paid on or before the first day of March in each year, to pay interest thereafter, at the rate of twelve per centum per annum, on all sums due until the whole amount shall be paid.

#### REPORTS OF COMMISSIONERS AND CITY SUPERINTENDENTS.

I refer to Appendix C for these reports, which I have given in full for the purpose of placing before the Legislature, and the people generally, a practical exposition of the working of our School System in all parts of the State; the hindrances in some localities to its full development and the noble way in which, in others, the people exert themselves for the education of their children.

A perusal of these reports will exhibit the difficulties frequently encountered by the Commissioners in the performance of their duties; the evils resulting from the employment of poorly qualified teachers, occasioned chiefly by the odious rate bill system, which compels the trustees often to accept the alternative of employing a cheap and consequently poorly qualified teacher, or a withdrawal of children from school to avoid an onerous tax; and what is equally serious, the detailed accounts of the deplorable condition of the school houses in many places throughout the State, the dilapidated, buildings requiring to be repaired or replaced with new ones, the want of enclosed yards and suitable outhouses, and the discomfort arising from the lack of proper seats and desks and furniture within doors. It is

impossible to read these reports without becoming impressed with the conviction that every facility of law should be afforded for the improvement of the school houses, and the embellishment of their surroundings.

Old things are passing away, and the character of the new will depend somewhat upon the law, and more upon the depth of parental solicitude and the faith of the people in universal education as the best inheritance for their posterity. In many cases, the feeble interest manifested for the mental improvement of youth is attributable to the fact that the people are very generally, and almost constantly, occupied with matters wherein pecuniary considerations are paramount, and thus come to acquire the sentiments and habits of an extreme parsimony in all the concerns of life, not even excepting what is due to the intellectual interests of their children.

These reports confirm an opinion long entertained by those who have devoted careful attention to the subject, that whatever other means may be employed to secure the education of all the youth of the State, the Free School, at least, is absolutely essential to the accomplishment of that all-important end. I commend them to your special attention, also in the confident belief that by an examination of them, you will be convinced that the office of School Commissioner is no sinecure; that the schools should be as free to all of proper age as are the sunlight and the air; that immediate measures should be taken to establish more Normal and Training Schools for the preparation of teachers, who will illuminate the school rooms and make the way of knowledge plain; and, finally, that the success of the Teachers' Institutes, or Temporary Normal Schools, held in the several counties during the year, is a full vindication of their utility and popularity.

#### SCHOOL LAW.

The consolidated School Act, passed in 1864, and in a very few particulars amended in 1865, has proved acceptable to the people, and has imparted a greater degree of efficiency to the working of our school system than was anticipated even by those most confident of its superiority over former acts in the simplicity and scope of its provisions.

The provision requiring a part of the public moneys to be apportioned on the basis of average daily attendance took effect on the first day of October, 1864; and the statistical and written reports of the Commissioners show, that during the school year ending with the 30th day of September, 1865, the aggregate of attendance had been thereby largely increased, notwithstanding many of the districts did not fully comprehend the pecuniary consideration involved in it. This is now more generally and clearly understood, and it is anticipated that the returns for the current school year will show a still more favorable result. In some of the counties, the average daily attendance thus far for this year, as reported by Commissioners, is more than eight per cent. larger than for the same portion of the year

preceding ; indicating that the people in these districts are now consciously aware of the fact their award of public money for the next school year will be thus increased.

To carry into effect the provision just referred to, to secure proper statistical information in regard to attendance, and correctness on the part of trustees in recording the names, ages and birthplaces of pupils, I prepared suitable registers for the then current school year, and caused them to be distributed. These registers were got up in a cheap practical form, composed of only a few sheets of paper properly ruled and stitched together, and of a substantial paper cover on which were printed full and explicit instructions to teachers and trustees as to the proper manner of using them. The law had for many years required the trustees themselves to provide a book for this purpose ; but they had very generally failed to do so, and the record of attendance was for the most part kept on loose sheets of paper, which were often lost, occasioning disputes and costly litigations concerning rate-bills, and unreliable reports to be made to the School Commissioners and to this department.

This is in fact the first time, since our School System went into operation, that the Superintendent could make a reliable *expose* in figures of the number of children participating in the privileges of the schools, and the proportion they bear to the whole number of school age. It is the first time that the average daily attendance, and the average number of pupils per teacher, could be given. The guessing system has heretofore been very generally resorted to by trustees in making their reports, and its results have each year been reported to your honorable body. The most reliable means of determining the progress of public instruction in this State for previous years is unfortunately wanting, and that in consequence of what I deem inexcusable neglect to provide for proper registration. This neglect is deemed to have been inexcusable, because the registration was a matter of public importance, unwisely entrusted by the law to forty thousand unpaid school district officers. I may be allowed here to suggest that it is neither right nor expedient to *require* any man, whether he be a school-district officer or any other officer, to serve without compensation, except in cases of extreme public necessity. Better that the letter and spirit of the law inculcate the principle that every man be rewarded fairly for what he does for the public ; because every one in this country is interested in the public business, and should contribute to it according to his ability.

The opinion expressed in former reports from this department is still entertained, that provision should be made for supplying each district with a register substantially bound and properly ruled, and of sufficient size to include the registration of pupils at school for several years. I have not deemed myself authorized to incur so considerable an aggregate expense as would be requisite for this purpose, without your approval manifested by specific sanction.

For many years the law has made it the duty of trustees to procure such a book for their respective districts ; but, for the most part, they have failed

to do it. They have ventured the historical loss, and the contentions incident to their neglect, rather than pay what is truly an exorbitant price. The limited and precarious demand for a book of this peculiar form will not tempt manufacturers to supply the market at wholesale prices; and orders from trustees for single copies can only be filled each time at a rate which will not only indemnify the maker for his expenses in new machinery, materials and labor, but also yield a round additional profit as compensation for interruption of his regular business. But even were the retail price brought down to a reasonable status, it would still be difficult to find twenty or thirty thousand men to attend to a matter of this kind, without compensation for time or personal expenses. The experience of the last thirty years amply refutes the expectation; and if our schools are really to be conducted with any thing like system, by which the public moneys may be properly apportioned, and the facts preserved by which the condition of public instruction may be determined in any given year, the forms of registration must be prescribed by this department, and the necessary books supplied by the State.

It is certainly bad economy to suffer one hundred thousand dollars to be expended by the trustees for any kind of necessary books or school apparatus, when the same could be obtained for half that sum by wholesale contract on the part of the State. By such a policy, more than half a million of dollars might be annually saved in the purchase of books, maps, globes, etc., for the use of the schools. Why has not this economic policy been adopted? The answer is, that the aggregate of the appropriation requisite to supply such books and apparatus to 1,200 school districts has loomed so large as to deter legislative action.

The provision of law fixing the salary attached to the office of School Commissioners at \$500, ought to be amended. This sum is not sufficient, in these times, to pay a competent and faithful man for a year's service; and School Commissioners are not absolved from the necessity of food and clothing for themselves, and the family which most of them have. Nor is it deemed unreasonable to claim for them a salary which will keep them in good working condition, and encourage constant and zealous devotion to their important duties. Some of these officers, the value of whose services to the public can not be measured by dollars and cents, have been compelled by the inadequacy of this salary, to resign the office; while others equally meritorious, continue in it at a personal sacrifice of time and money, which nothing but true devotion to the good work could induce them to make.

The Union Free School Law incorporated in the law to which I have referred, also meets with very general favor. Its importance may be inferred from the fact that many of the thickly populated districts are organized under its authority, and that there is a growing public sentiment in favor of free schools. Should you deem it wise to offer to all of school age so great a boon as free instruction, you can do so by amending a few sections of the general law. These sections were drawn in view of



that sentiment, and in the confident belief that, at the close of the war, the rate bill would be "weighed in the balance and found wanting."

It will be recollected, that prior to the passage of that act, the boards of supervisors were annoyed almost every year by school district officers who had, in behalf of their districts, incurred expenses in defending suits instituted against them for acts performed in their official capacity, and which district meetings had refused to pay. The law of 1864 transferred the settlement of such accounts from the board of supervisors to the county judge, who is required to "examine into the matter and hear the proofs and allegations propounded by the parties, and to decide by *order* whether or no the accounts, or any or what portion thereof, ought justly to be charged upon the district; and his decision is final." I am more than gratified in being able to report that this transfer of authority has given very general satisfaction, and induced district officers to act more nearly in conformity to law. Comparatively few cases have been brought before the judges of the several counties. If the trustees present an equitable account, for expenses legally incurred, the districts very generally order a tax to be levied to pay it; and thus disputes and contentions are generally avoided, which formerly occupied no inconsiderable time and attention of the boards of supervisors, often involving a large expense to the counties and to the parties interested.

Sections 66, 75, 78, of title 7, chapter 555, Law of 1864, as amended by chapter 647, Laws of 1865, authorized the taxation of the shares owned by individual stockholders in National Banking Associations, organized under the laws of Congress. Those parts of the sections above referred to, authorizing such taxation, are copied from chapter 97, Laws of 1865, usually known as the "Enabling Act." They provide for the taxation of all shares, whether owned by residents or non-residents, in the town or ward where such bank is located. But there is no provision of law compelling the officers of such associations to furnish to assessors or district officers a list of the stockholders; and without such list, it is frequently impossible for assessors and district officers to ascertain the names of stockholders, especially where they are non-residents, for the purposes of taxation. In many instances, the officers of these Banking Associations positively refuse to furnish a list of the stockholders; and in this way a large amount of property, made taxable, escapes from the burden.

I would respectfully suggest the passage of such amendments to the present law as will make it the duty of the officers of these associations to furnish to assessors and school district officers, when required for the purposes of taxation, a list of all persons and corporations owning or holding stock in such Banking Association, and the number of shares owned or held by each such individual or body corporate; and imposing a penalty in case of refusal.

I consider the law further defective, in that it provides, in case of the non-payment of the tax assessed against the shares of any non-resident

stockholders, that such unpaid tax, with seven per cent. in addition thereto, shall be a lien on any future dividends upon such stock. In many of these associations, no dividends will be declared for years to come. Therefore, the propriety of a law authorizing a sale of the stock upon which taxes shall remain unpaid for a certain length of time, is suggested.

I venture to suggest that section five of title one of the General School Act be so amended that the Superintendent may be allowed to employ more than three clerks. With every step taken in the improvement of school houses, sites, teachers and schools, comes an increase of clerical labor in this department, the proper performance of which, during the fall and winter months especially, demands a larger clerical force. The correspondence of this department is believed to be greater than that of any other office in the State Hall; and the name of the duties which the law now prescribes for the Superintendent of Public Instruction is Legion, because they are many. The calls upon him to go into different parts of the State to settle school district difficulties, to encourage improvements in school-houses and in the schools, and to attend and aid in the instruction of Institutes and the examination of teachers, are more than he could respond to had he nothing else to do. Add to this, that he settles questions brought before him on appeal, the written decisions of which fill annually a large volume; that he is required to visit schools, to make appointments to Normal Schools, to grant certificates, to apportion the school moneys, to prepare and furnish blanks for school officers, and to digest all returns; and you will perceive that three clerks, to whom he is now permitted to pay only *three thousand dollars*, are not sufficient.

In conclusion I earnestly and hopefully invite your attention to the following recommendations:

**FIRST:** That the general State tax for the support of schools be increased by the addition of one fourth of a mill on every dollar of valuation for the purpose of diminishing local or school district taxation for the same purpose.

**SECOND:** That every county which shall fail to pay its school tax into the State Treasury on or before the first day of March of each and every year, be required to pay interest on any amount of such tax thereafter due, at the rate of twelve per cent. per annum, until the whole shall be paid.

**THIRD:** That the general school laws be so amended, that the odious rate-bill shall no longer prevent children from going to school; that the schools shall be as free to all of proper age and condition, as the air and the sunlight.

**FOURTH:** That a commission be appointed, to locate three or more normal and training schools for the special preparation of teachers, in such eligible places as shall offer the greatest inducements by way of buildings, school apparatus, etc., and that an appropriation be made for their efficient support.

**FIFTH:** That provision of law be made, by which the public schools shall be required, and all other institutions of learning, which participate in the

distribution of the public moneys, shall be induced, to give free instruction to the children of soldiers and sailors who shall have died or been disabled while in service in the army or navy of the United States.

**SIXTH:** That an act be passed for the appraisal of, and acquiring title to lands designated for school house sites.

**SEVENTH:** That provision be made by which the salary attached to the office of School Commissioner shall be increased.

VICTOR M. RICE,

*Supt. of Public Instruction.*

### Claims of the Natural Sciences.

#### THIRD AND LAST ARTICLE.

Besides those faculties of the intellect whereby we perceive, retain, recollect, imagine and compare, there is another, which, in a manner, limits and controls the action of them all. Hamilton calls it the regulative faculty, Cousin and others, reason. It might be termed the faculty of intuition, for, by virtue of it, the mind overleaps the individual facts which alone experience can afford, and evolves in its own mysterious depths those universal principles, or truths, which underlie and condition all the facts of the universe. This still uncatalogued body of principles becomes laws of investigation, laws of thought, laws of belief. Any cultivation of which the faculty is susceptible can be attained only by the application of the principles which it furnishes to their proper subject-matter.

For the application and consequent cultivation of some of these — as, for example, of the necessary relation of effect and cause, and of the uniformity of nature — the natural sciences furnish an efficient means. For the cultivation of others, recourse must be had to ethical and political science and to theology.

It may thus be seen that the natural sciences furnish the best available means for cultivating the faculty of external perception, while they furnish no mean preparation for observing the operations of the mind itself; that they furnish pleasant matter for the exercise of memory; that they afford an excellent discipline for those associative principles on which recollection depends; that they have a

co-ordinate efficiency with logic and the pure mathematics in training the faculty of comparison or reasoning, with this advantage, that their subject-matter, methods and conclusions are more closely allied to those matters in which the course of worldly affairs calls upon men to use their reason; and that they are far from useless as a discipline of the imagination, and as furnishing occasion for the application of intuitive principles.

Even in the cultivation of the æsthetic capabilities, for which the student is usually and very properly remitted to the study of rhetoric and of standard literary works, especially those of the ancient writers — getting therefrom, but too often, no more than a lifeless catalogue of accents, idioms and dry grammatical forms and rules, or useless descriptions of the tools with which taste works — the study of natural history has a great, though somewhat indirect efficacy. For since nature is the ultimate standard of taste, and since it must be apparent that a correct knowledge of the standard is a condition precedent to its proper application, it is certainly not unreasonable to conclude that the study of nature would have a very considerable value in the cultivation of taste. When Goldsmith, on his travels, undertook to teach English to the Dutch, he found it would have been prudent for him first to learn a little Dutch.

To save the labor of transcription, permit a reference to the 113th page, present volume, of this magazine for a quotation from Carlyle which is not without its point, as showing the felt necessity of a knowledge of natural history on the part of a man whose labors are mostly in the realms of taste.

The sole purpose of these few and too brief articles has been to claim for the natural sciences their rightful place in the ranks of the disciplinary studies. At present it is but too true that they are looked upon as the guerrillas of the school-room, barely tolerated because of the demand for their services in the every day affairs of life, but denied admission into the noble army of studies which train as well as furnish the faculties for future use. It is also true that this unwise course is bringing the natural sciences, in the minds of many persons, whose number is daily increasing, into an unnecessary antagonism with certain other most salutary forms of disciplinary study. They very naturally, and with some show of reason, ask why so large a portion of a young man's life should be spent in the study of dead languages, leaving him still to learn, when his school days are ended, those very things on which the success of his strug-

and was no longer in disgrace; that was evidently a far better thing.

The Bible-class was then called up.

"That creature there, Jean," he said, putting his hand on a little girl's head, and looking kindly in her face, "is a gude scholar, though she's but sma'."

Jean, reassured by the remark, and prepared for the ordeal, gave a smile, and commenced reading the twenty-sixth chapter of Numbers. It was difficult, and even Jean halted now and then as a proper name of more than ordinary difficulty came in her way.

"I doot it's a hard bit that, Jean," he said; "is't a' names?"

"Na, nae't a'," she replied, with an emphasis on the *a'*, which left it to be inferred that a good part of it was names.

"Well, do the best ye can. Spell them oot, when ye canna read them. Come here, Jessie," he said, addressing the biggest girl present, probably eleven years of age, "and see if they spell them richt." Turning to me, he said, "I'm no sae fond o' chapters fu' o' names as o' them that teach us our duty to God and ane anither, but it does them nae harm to be brocht face to face wi' a difficulty noo and then. It wad tak' the speerit oot o' the best horse that ever was foaled to mak' it draw aye up-hill. But a chapter like that makes them try themselves in puttin letters thegither, and naming big words. I daursay ye'll agree wi' me that to battle wi' a difficulty and beat it is a gude thing for us a', if it doesna come ower often."

"I quite agree with you," I replied.

"Weel, when it's a namey chapter like that, I get my assistant" (with a humorous twinkle of his eye)—"that bit lassie's my assistant—to look ower't and see if they spell't richt. I couldna be sure o' the spellin o' the names without the book."

After the Bible lesson, and as a supplement to it, Jessie, the assistant, was ordered to ask the Shorter Catechism. She ranged pretty nearly over it all, and received, on the whole, surprisingly correct answers. Meantime the old man went steadily on with his shoe, all eye for his work, all ear for blunders. Once he heard one girl whispering assistance to another, which he promptly and almost severely checked by "Dinna tell her; there's nae waur plan than that. If she needs help, I'll tell her mysel' or bid you tell her."

A boy who stumbled indifferently through an answer was punished with, "Ay, ye're no very clear upon that, lad. Try't again.

I doot ye haena stressed your e'en wi' that ane last nicht." He tried it again, but not much better success. "Oh, tak, care! ye're no thinkin'. If ye dinna think o' the meanin', hoo can ye be richt? Ye micht as weel learn Gaelic."

After several other correct answers, I had a very good example of the quickness of preception which long experience gives. A little girl having broke down, opened the catechism which she held in her hand, and carefully began reading instead of repeating the answer. The shoemaker's ear at once caught it up. He detected from the accuracy of the answer, and at the same time from the hesitating tone to which it was given, the effort of reading, and said, in a voice of considerable severity, "What! are ye keekin'? Hae ye your catechiss in your han? Hoo often hae I telt ye o' the dishonesty o' that? Ye're cheatin', or at ony rate ye're tryin' to cheat me. Do I deserve that frae ye? Did I ever cheat you? But ye're doing far waur than cheatin' me. Oh, whatever ye do, be honest. Come to the schule wi' your lessons weel by heart if ye can, but if you've been lazy, dinna mak' your faut waur by being dishonest."

It will be seen from this sketch of his teaching that Mr. Beattie is a man of no ordinary type. I have succeeded very imperfectly in conveying an adequate notion of his kindliness and sympathy with everything good. I was surprised to find in a man moving in a very narrow circle such advanced and well-natured theories of education. His idea of the extent to which difficulties should be presented in the work of instruction—his plans of selecting passages, instead of taking whatever comes to hand—his objection to whispering assistance, "Dinna tell her; if she needs help, I'll tell her mysel', or bid you tell her"—his severe but dignified reproof of dishonesty, "Ye're cheatin' me, but ye're doing far waur than that. Oh, whatever ye do, be honest," etc.—his encouragement to thoughtfulness and intelligence. "If ye dinna think o' the meanin', hoo can ye be richt?" seemed to me most admirable, well worthy the attention of all who are engaged in similar pursuits, and certainly very remarkable as being the views of a man who has mixed little with the world, and gained almost nothing from the theories of others.

It was evident from the behavior of the children that they all fear, respect, and love him.

I sat and talked with him on various subjects for a short time longer, and then rose to bid him good-bye.

"But sir," he remarked, "this is a cauld day, and, if ye're no a teetotaller, ye'll maybe no object to gang up to my house wi' me and 'taste something?'"

I replied that I was not a teetotaller, and should be very glad to go with him. We went accordingly, and "tasted something," and had a long talk.

He has, for a country shoemaker, a remarkably good library. The books generally are solid, some of them rare, and he seems to have made a good use of them. His opinion of novels is perhaps worth quoting:

"I never read a novel a' my days. I've heard bits o' Scott that I likit very weel, but I never read any o' them mysel'. The bits I heard telt me some things that were worth kennin', and were amusin', into the bargain; but I understan' that's no the case wi' the maist o' novels. When a body begins to read them he canna stop, and when he has dune, he kens nae mair than when he began. Noo it takes a' my time to read what's really worth kennin'."

I asked him what had first made him think of teaching.

"Mony a time, he replied," hae I asked that at mysel'; and it's nae wonner, for I never was at the schule but eleven weeks in my life, and that was when I was a loon (laddie) about eleven years auld. I had far mair need to learn than to teach, though I'm no sure but to teach a thing is the best way to learn't. Amaist a' that I ken, and it's no muckle to be sure, but I got it by learnin' ithers. But ye've asked what made me begin teachin'. Weel, sir, it was this: when I was a young lad, there were seven grown-up folks roun' about here that couldna read a word. Some o' them were married and had families, and there was nae schule nearer than twa mile, and in the winter especially the young things couldna gang sae far. Ane o' the fathers said to me ae day: 'Ye ken, Jamie, I canna read mysel', but, oh, man' I ken the want o't, and I canna thole that Willie shouldna learn. Jamie, ye maun tak' and teach him.' 'Oh, man' I said, hoo can I teach him? I ken naething mysel'.' 'Ye maun try,' he said. Weel, I took him, and after him anither and anither cam, and it wasna lang till I had aboot twenty. In a year or twa I had between sixty and seventy, and sae I hae keepit on for near sixty years. I soon grew used wi't, and custom, ye ken, is a kind o' second nature."

"But how did you find room," I asked, "for sixty in that little place?"

"Weel, sir, there was room for mair than ye wud think. Wherever there was a place that a creatur could sit, I got a stoolie made and every corner was filled. Some were at my back, some were in the corner o' the window, and some were sittin' among' the auld shoon at my feet. But for a' that there wasna room for sixty, and so a woman that lived across the road had a spare corner in her house, and when the bairns got their lessons, they gaed ower and sat wi' her, and made room for the ithers. Ye see, the faithers and mithers were aye in gude neebourhood wi' me. They were pleased and I was pleased, and when folks work into ane anither's han's they put up wi' things that they wudna thole at ither times."

"You must have great difficulty," I remarked, "in keeping so many of them in order. What kind of punishment do you use?"

"Oh, sir, just the strap. "That's it," he said, pointing to one lying among the old shoes.

"And did you need to use it often?"

"Ou ay, mony a time, when they were obstinate. But I maun say, it was when the schule was sae close packit that I had to us't maist. When they were sittin' just as close as I could pack them, some tricky nackits o' things wud put their feet below the seats, and kick them that were sittin' afore them. Order, ye ken, maun be keepit up, and I couldna pass by sic behaviour. I've seldom needit to chasteeze them for their lessons," he continued; "the maist o' them are keen to learn, and gie me little trouble."

"Have you any idea," I asked, "of the number of pupils you have passed through your hands during these sixty years?"

"Weel, I keepit nae catalogue o' names, but some o' them that tak' an interest in the bairns made oot that they canna be less than fourteen or fifteen hunder. I weel believe they're ritch."

"And you have never charged any fees, I understand."

"Fees! Hoo could I charge fees? I never sought, and I never wanted a sixpence. But I maun say this, that the neebours hae been very kind, for they offered to work my bit croft, for me, and it wouldna hae been dacent to refuse their kindness. And they gied me a beautiful silver snuff-box in 1835. That's it," he said, taking it out of his pocket; "wull ye no tak' anither pinch?"

I did, and then said that I was glad to learn from his friend Mr. C. that, a year or so ago, he had been presented with his portrait and a handsome purse of money.

"Deed it's quite true, and I was fairly affronted when they gied



me my portrait and eighty-six pounds, and lauded me in a' the papers. Some o't came frae Canada and ither foreign pairts, but I ken't naething about the siller till they gied it to me, for they cam ower me, and got me to tell them, without thinking o't, where some, o' my auld scholars were leevin'. I said to mysel' when I got it, that I was thankfu' for't, for I wud be able noo to buy the puir things books wi't."

"You supply them with books, then?" I inquired.

"Weel, them that's no able to buy them," he said, with a peculiar smile.

I have not succeeded in analyzing this smile to my own satisfaction, but, among other things, it expressed commiseration for the poverty of those who were not able to buy books, and a deprecating reproof of himself for having been unwittingly betrayed into an apparent vaunting of his own good deeds.

"You must have great pleasure," I said, "in looking back to the last sixty years, and counting up how many of your old scholars have done you credit."

"Oh! I hae that," he replied. "I've dune what I could, and there's nae better wark than learnin' young things to read and ken their duty to God and man. If it was to begin again, I dinna think I could do mair, or at ony rate mair earnestly, for education than I hae dune, but I could maybe do't better noo. But it's a dreadfu' heartbreak when ony o' them turns oot ill, after a' my puir wark to instil gude into them."

TO BE CONTINUED.

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### American Wonders.

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The greatest cataract in the world is the Falls of Niagara, where the water from the great Upper Lakes forms a river of three quarters of a mile in width, and then, being suddenly contracted, plunge over the rocks in two columns to the depth of 170 feet each.

The greatest cave in the world is the Mammoth Cave in Kentucky, where any one can make a voyage on the waters of a subterranean river, and catch fish without eyes.

The greatest river in the world is the Mississippi, 4,100 miles in length.

The largest valley in the world is the Valley of the Mississippi. It contains 500,000 square miles, and is one of the most fertile and

profitable regions of the globe. [The Amazon drains an area of one and a half million square miles].

The largest lake in the world is Lake Superior, which is truly an inland sea, being 430 miles long, and 1,000 feet deep.

The greatest natural bridge in the world is the natural bridge over Cedar Creek in Virginia. It extends across a chasm 80 feet in width and 250 feet in depth, at the bottom of which the creek flows.

The greatest mass of solid iron in the world is the Iron Mountain of Missouri. It is 350 feet high and two miles in circuit.

The largest number of whale ships in the world is sent out by Nantucket and New Bedford.

The greatest grain mart in the world is Chicago.

The largest single volume ever published in Webster's Unabridged Dictionary, an American work — the best of the language — containing as much matter as six Family Bibles.

The largest aqueduct in the world is the Croton Aqueduct in New York. Its length is forty miles and a half, and it cost twelve and a half millions of dollars.

The largest deposits of anthracite coal in the world are in Pennsylvania — the mines of which supply the market with millions of tons annually, and appear to be inexhaustible.

All these, it may be observed, are American "institutions." In contemplation of them, who will not acknowledge that ours is a "great country."

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The chief principle of education shall be, man must train himself; must develop himself. But other men, without him, can and should promote this self-training, by external influences.

REINHARD.

MAN should raise himself, by instruction, to a state pleasing to God, and of true freedom; and to a condition of mind desiring only what is good.

The truly educated man enjoys the most beautiful and delightful results; passionlessness, fearlessness, freedom.

Those who have enjoyed education and instruction are truly free.

EPICTETUS.

## Resident Editor's Department.

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### MISCELLANY.

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**DOUBLE NUMBER.** — Our next issue will appear May 1. The extreme length of the Superintendent's Report has made it necessary for us to issue the *TEACHER* for March and April in one number.

**SUPERINTENDENT RICE'S REPORT.** — Our readers will need no apology that so much of our space is taken up with this admirable and elaborate report. It presents facts, figures and suggestions in which all friends of education will be interested, and gives great encouragement that this great State is by degrees coming to a proper appreciation of universal education and of the means for securing it.

**N. T. A. — PROCEEDINGS AND LECTURES.** — The record of proceedings and lectures of the National Teachers' Association, at Harrisburg, 1865, have been published in a pamphlet of upwards of 100 pages, and may be obtained for 50 cents on application to the undersigned. Educational journals please copy.

JAMES CRUIKSHANK,  
Chairman Publishing Committee.

**NATIONAL TEACHERS' ASSOCIATION** — The meeting of the NATIONAL TEACHERS' ASSOCIATION, for the year 1866, will be held at Indianapolis in the State of Indiana commencing on the 15th of August.

Full programmes will be published in due time.

All educational journals are requested to copy this notice.

J. P. WICKERSHAM, President.

**NATIONAL BUREAU OF EDUCATION.** — A bill has been introduced in Congress to establish a National Bureau of Education. It provides for a commissioner, who shall make an annual report exhibiting the condition of education in the states and territories, and diffusing such information as will promote the cause of education.

**COMMISSIONERS' SALARIES.** — Some of the most intelligent and efficient of our School Commissioners have been compelled by the meager pittance they receive from the state, and the refusal of supervisors to increase their salaries, and in some instances, to audit their just claims, to enter the schools as teachers, or engage in some other incidental business, to keep soul and body together. For shame, that this great state can not afford to pay her servants for such important services, a sum which a wood sawyer, or an ordinary farm hand would scorn to receive. Let all right-minded men give their influence in favor of reform. We need prudent men in our boards of supervisors; but not such little souls as value the present gleam of the people's money above the welfare of their children's souls.

**ANOTHER POLAR EXPEDITION.** — London papers say that an expedition is being organized in Prussia for another exploration of the Arctic ocean, with the design of getting as near as possible to the north pole. Two ships will be provisioned for three years, and their crews will consist of scientifically educated men from the Prussian schools.

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*PERSONAL.*

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**PRESIDENT NOTT.** — Our readers are already apprised of the decease of this eminent man, who, for more than sixty years, had held the position of president of Union College. A biographical sketch will appear in our next.

**PROF. AGASSIZ** is to return home from his South American tour in May.

**PROF. TAYLER LEWIS**, of Union College, has, we understand, recently received a donation from some of his friends, of \$2,500.

**REV. DR. LAURENS P. HICKOK**, has been elected to the presidency of Union College. He has been vice-president for a number of years, and acting president for several years prior to the decease of the venerable Dr. Nott.

**JOHN STUART MILL** has, it is announced, accepted the office of rector of the University of St. Andrew.

**M. HENRI MARTIN**, the historian, and **M. Thierry** are candidates for the vacancy in the French academy.

**MISS EMILY A. RICE** has resigned the position so long held as preceptress in the Buffalo Central School, to accept a leading position in the Oswego Normal and Training School. Her loss at the former place will be deeply felt, while her influence will do great good in building up the Oswego School. Few teachers in the State have a more enviable reputation.

**MISS MARY A. RIPLEY**, late of the Buffalo Central School, has accepted a position in the State Normal School, in place of Miss Mary E. Howell, resigned. Miss Ripley brings with her a well-earned reputation as an accomplished and successful teacher.

**PROF. JAMES H. HOCSE** may hereafter be addressed at Oswego, whither he has gone to accept the position of assistant in the natural sciences in the Oswego Training School. He will do efficient work there as elsewhere.

**W. A. BROWNELL**, Esq., late of Red Creek Seminary, has accepted the position of professor of the Latin language in Falley Seminary.

**FREDERICA BREMER**, recently deceased, was born in 1802, at Abo, Finland. In her early years she wrote much for periodicals, and at the age of 25, published a novel in two volumes, which was well received at home, and was also published in French and English. Miss Bremer had traveled much, and was an acute observer. Her remarkable conversational powers made her welcome among the intelligent. "A peculiarity of Miss Bremer," as a cotemporary well remarks, "was her high regard for pure

morality, for the domestic virtues, for everything that Christian sentiment teaches men to regard as sacred. She had none of the mawkish sentimentality which poisons too much of our modern popular literature; none of that sympathy with sensualism and profligacy which has rendered so many widely-read authors ministers of evil. In all her writings, she sought the best interests of those whose teacher she became. In Europe and in America she will be remembered at thousands of hearth stones, in circles which have been made happier and better by the influence of her gentle presence." She is perhaps best known by "The President's Daughters" and "The Neighbors,"—two romances that have met with very general favor. She was most fortunate in such an appreciative translator as Mary Howitt.

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INTELLIGENCE.—HOME.

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ALBANY COUNTY.—The annual Teachers' Institute was organized at Chesterville, Jan. 29, for the 1st and 3d districts, under the direction of commissioners Nott and Dyer. Prof. M. P. Cavart of the Department of Public Instruction, was present the first two days. He was followed by Dr. French, who remained through the week. Each of these gentlemen gave very acceptable practical instruction, and evening lectures. Over one hundred and fifty teachers were present.

The session for the second week was held at Van Frankin's Corners, in the 2d district—Dr. Witbeck, commissioner. Dr. French was present the entire session, and both he and the commissioner, were unwearied in their efforts to give practical success to the meeting. The president and other officers of the board of education of Cohoes participated in the exercises, manifesting a most commendable spirit. Of Dr. French's labors, no encomium is necessary; he is too well known. Dr. Witbeck adjourned the institute after some well timed and spirited remarks. Albany county may be safely counted in.

CLINTON COUNTY.—We can not omit some mention of the most interesting session of the institute held at Plattsburgh, in October. In the newer and sparsely settled counties, especially in the Adroindack region, none know the difficulties in the way of awakening a general interest in education, but those who have been on the ground; and it is not too much to say that great credit is due to Messrs. Smith and Corbin for the increasing interest in educational affairs. The commissioners themselves conducted the exercises the first week. The second week they were assisted by the editor of the *TEACHER*. Much interest was excited among the citizens, and assurances have been given of active coöperation in institutes to be held hereafter. Lectures were delivered nearly every evening.

LIVINGSTON COUNTY.—"Schools in a fine condition, and show the effects of institute instruction."

**OSWEGO COUNTY.**— The quarterly meeting of the Teachers' Association of the 3d district was held at Mexico, in January. Prof. McLaughlin and Prof. Smith delivered very practical and interesting addresses. Essays were read by Misses L. E. Babcock, and Annie E. Wing. Class exercises which have always been a prominent and most valuable feature in this association, were conducted: in geography, by Mr. L. B. Cobb; grammar, by Mr. J. W. Ladd; mental arithmetic, by Mr. D. T. Whyborn. The audience was good, and the exercises showed that the interest in public education is on the advance.

**OTSEGO COUNTY.**— The eleventh regular session of the Teachers' Association for the second district was held at Laurens, Jan. 12 and 13, 1866. The exercises were spirited and several essays and addresses were deferred for want of time. Lectures were delivered by Rev. G. Phelps—*Modern Common Sense*; George W. Wenthworth—*Scraps and Facts about Teaching*; Mr. Melville Keyes—*America; her Glory and her Shame*. Rev. H. H. Fisher read a poem—*The Book of Esther*. Essays were read by Mr. Henry B. Potter, Misses Della Bartlett, Clemma Wright, Nettie Lee, Emma Howe, Eva Scott, Cornelia Hecox, and Mary Leonard. Commissioner Gardner was present and assisted in the exercises.

**ST. LAWRENCE COUNTY.**— The session of the St. Lawrence county Teachers' Association held at Lawrenceville, Dec. 27, 28, and 29, was largely attended. Commissioner Whitney writes: "It is pronounced as the best meeting ever held in the county. The essays were able, the discussions animated and to the point, and the best feeling pervaded the entire session. The citizens took a lively interest in the proceedings. The association is becoming an acknowledged necessity. He says further: "I find the teachers generally doing a good work; have never before found an equal number of schools visited in as successful operation, as during the present term." The President, Rev. J. S. Lee, of Canton, addressed the association on the Helps and Hindrances to Education in St. Lawrence county. Addresses were also delivered by Rev. C. T. Roberts, of Malone,—*Success and Failure in Life*; and by Prof. White, of Canton,—*Science of Language*. The following are among the subjects discussed. "Higher culture of teachers and the expediency of teaching the higher branches in common schools;" "Best method of teaching, reading, and geography, and securing order in schools;" "Marking the standing of pupils in recitation;" "Compulsory attendance." The discussions were very spirited. A number of well written essays were read by A. S. Blake, Ellen Alverson, Miss L. A. Cross, Helen M. Leslie, Miss L. U. Dinsmore. The commissioners reported the condition of the schools in their respective districts. School officers, people, teachers and children are awake.

**ST. LAWRENCE COUNTY.**— Commissioner Baker of the second district is holding school examinations (conventions), in each of the towns of his district. At Lisbon Center 328 children were present. He says, "I have

never before known so great an interest manifested in behalf of our schools. The good work is going on."

WASHINGTON COUNTY.—The Annual Institute for the county was held in the village of Argyle, commencing October 9, and continuing two weeks. The commissioners were assisted by Prof. C. W. Sanders, the venerable author of the "School Readers," the first week. The course of instruction, discussions and lectures given by him were eminently practical, and were well received by the teachers, and as a just appreciation of his labors resolutions were unanimously passed highly commendatory of the efficient services he had rendered and expressive of profound gratitude for the many valuable precepts inculcated.

During the second week instruction was given by Mr. A. M. S. Carpenter of New York City and Prof. C. F. Dowd of North Granville Female Seminary. Their instruction was well received, as was manifest by the deep interest awakened and increasing until the members were compelled to separate.

Lectures were given before the Institute by Prof. C. W. Sanders, Prof. C. F. Dowd, Prof. T. S. Lambert of Peekskill, N. Y., and Mr. A. M. S. Carpenter. All the lectures delivered were of a *very* high order, instructive and entertaining, to those teachers in attendance, and were listened to by large and intelligent audiences. Essays, select reading and discussion were intermingled during the session, by the members of the Institute.

The Institute was pronounced by all who attended a success, establishing beyond doubt the practical utility of a well managed Institute.

WYOMING COUNTY. — My Dear Sir: You will be glad to hear that the midwinter session of the Wyoming county Teachers' Association, held at Attica on the 26th instant, was a grand and substantial success. Our excellent commissioners conceived a superior programme for the occasion; and, in the main, carried it fully into effect. The good people of Attica had just successfully completed the work of organizing their new Free School, and they were in that happy mood which enables and disposes men to accomplish any good thing they please. Every heart and every house seemed open for the large attendance from every part of the county. Hospitality, abundant and free, was extended to every guest. The official welcome, the "eloquent music," the essays, the rehearsals by Dr. McIntosh, the president's excellent address, the spirited discussions — in short, all the parts, and exercises, and circumstances of the occasion seemed to blend into one general impulse of kindling, glowing enthusiasm. And when this good mantle falls on *all* our teachers greater things than ever will be undertaken; and they will be accomplished, too.

I have been intimately associated with educational matters in this county for fully nineteen years, and I am very sure I am not in error when I say that at no previous time during that long period has there been so general and so marked an interest in these matters as there is this very day. Is this revival in the work of education universal? Or are we especially favored? Of one thing I am very confident, and that is, that the visits of

yourself and Dr. French in Western New York have been greatly helpful in our work. We thank you a thousand times over. You see I write as if I were a teacher in the common school. I know no great gulf of distinction between the various grades. Success, prosperity in one department, should be prosperity for every other. Our academies are all well filled this winter. No face is more welcome in the schools everywhere than the face, scarred or unscarred, of the returned soldier. Old Middlebury has sent out 53 good men and true. Her sons have taken every rank, from the faithful private to the brigadier. At this date some of her most successful members are those who illustrated the highest qualities of manhood in the tented field. \* \* \* \* Yours, very respectfully,

M. WEED.

Wyoming, N. Y., January 29, 1866.

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LITERARY.

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**PRINTING FROM PHOTOGRAPHS.**—Among the most recent improvements in photography, is a process by which a raised surface is produced. A plate of mica is coated in a dark room with a warm solution of bicarbonate of potassa and gelatin. The plate as prepared is sensitive to light. The action of light upon the coating makes it insoluble in proportion to the intensity of the light. When fully prepared, prints taken from it have light and shade as in the ordinary photographs.

**ANTIOCH COLLEGE.**—The new subscription for the endowment fund of this institution, of which the lamented Horace Mann was formerly President, amounts to more than \$120,000. The friends of the college are hopeful of increasing it to a quarter of a million.

**THE ENGLISH CYCLOPEDIA.**—A new edition of this valuable work is soon to appear, edited by Mr. Charles Knight, the original editor of the Penny Cyclopædia. Each volume (they are arranged by subjects), geography, natural history, biography, arts and sciences, will contain a supplement bringing the discussions of the various subjects down to date of publication.

**THE ROUND TABLE** is publishing a series of very interesting sketches of publishers. Appletons, Ticknor and Fields, and George P. Putnam have already received attention.

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BOOK NOTICES.

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**BOOKS RECEIVED.**—Notices of a number of valuable books on our table must, for want of room, lie over till next issue.

**SPENCERIAN KEY TO PRACTICAL PENMANSHIP.** Prepared for the Spencerian Authors, by H. C. SPENCER. New York: Ivison, Phinney, Blakeman & Co. The Spencerian System of Penmanship has been too long before the public, and is too well and favorably known, to need from us any specific



description or exemplification. Nearly fifty years ago its lamented author, PLATT R. SPENCER, recently deceased, commenced the labor, now crowned with triumphant success, and so faithfully and graphically given in this Key, of perfecting a system which combines symmetry, utility and beauty in such matchless form that the system may be said to be practically and artistically perfect. In 1848, Mr. Spencer, in conjunction with the Honorable Victor M. Rice, now Superintendent of Public Instruction, first gave to the world the Spencerian system. From that time till the present, these gentlemen, assisted by Mr. Spencer's sons, and by the late Mr. James W. Lusk, and Mr. M. D. L. Hayes and others, have labored assiduously to embody in the perfection of form and completeness of method the graceful ideal of the author's early dreams. The book before us is the authorized expression of that ideal, and contains a complete development of the system, with clear and explicit directions for teaching, and is accompanied by elegantly engraved illustrative plates. The two chapters on the forms of the letters are particularly felicitous. After the general classification and discussion, each letter is taken up, analysed (cuts representing the analysis), probable faults pointed out, also with cuts (better here than across the boys' knuckles), and suggestions made as to the best methods of mastering the forms. A chapter on drawing is of special value, and a brief resume of the history of penmanship will be read with interest. Attention has been amply given to material and implements, position, movements, etc. The book was much needed, and will meet with favor as a desideratum in the teaching of penmanship in every school.

THE ARGOSY: *A Magazine for the Fireside and the Journey.* No. 2, February 1866.

THE SUNDAY MAGAZINE, Edited by THOMAS GUTHRIE, D.D. Part V, February, 1866.

GOOD WORDS: *An Illustrated Monthly Magazine,* Edited by NORMAN MACLEOD, D.D.

Messrs. Strahan & Co., 178 Grand St., New York, send us the above named standard periodicals; and aside from the sterling merits of the magazines themselves, the enterprise in which they have engaged will meet with favor, in view of the most contemptible combinations of paper monopolies, encouraged by our virtuous and patriotic (?) law makers to inflate the prices of books, and impose a perpetual tax on knowledge. These are published each at \$3.00 a-year — the Argosy containing in each issue, 96 octavo pages, and each of the others, about 72 royal octavo pages in double columns. All of these take rank with the best current magazines, whilst the Sunday Magazine in its genial catholicity fills a place heretofore unoccupied. "Good Words" has been before the public for several years, and has won its position. The Argosy is a new adventure, and if it keeps on as it has commenced, favoring breezes must ever waft it to a pleasant haven. Charles Reade, Matthew Browne, William Allingham, Mrs. Oliphant, and Robert Buchanan are among its regular contributors; and Jason Jones most skillfully manages the "Log." Messrs. Strahan & Co., are now established in New York as a branch of the London house. Success to this new Anglo-American enterprise.

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The last annual report of the Board of Regents of the University of the State of New York, sets forth that out of 143 Academies in the state, pursuing the study of Botany, 86, or more than *three-fifths* of the whole number use Wood as the standard Text-book. A like proportion prevails elsewhere. The annual sale of the books is believed to exceed that of all competing works combined. No recommendation in their favor can be more conclusive than this—especially when it is considered that the new Class Book was first issued in 1861, and the "Object Lessons" in 1863.

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L. AGASSIZ.

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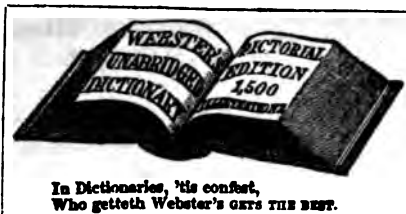
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NEW SERIES.]

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[VOL. VII, No. 8.

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## A Few Questions.

It is now generally believed that all our knowledge except intuitions is received through the senses. In gaining and using knowledge, there is first, the external world, second, thoughts and ideas in the mind, third, language, naming ideas by words and naming or expressing related ideas or thoughts, by related words. The outward world is made up of objects and relations, therefore the mind must engage in the study of objects and relations, and language must name or express ideas of objects and relations.

The order of acquisition appears to be, from objects or relations to thoughts, from thought to language. There must be an outward world before there can be thought, and there must be thought before there can be language to express thought. This appears to be the natural order of acquiring knowledge. Can this order ever be inverted? Does the man of sixty years learn by a process really different from that by which the child of six years learns? Does the child require peculiar instruction because he learns by a different mental process, or because of his limited experience?

If children are to learn that the sum of the three angles of a triangle is equal to two right angles, they cut off the three corners and place them together so that they see that these angles occupy the space of two right angles. If older children are to learn the same thing, they observe the relations of certain lines and angles till they also perceive that the sum of the three angles is equal to two right angles. Both reach the same result by observing that the three angles occupy the space of two right angles. Neither can be said to know the truth stated in the theorem till the final perception of equality between the sum of the given angles and two right angles. If in the primary school, it is a violation of the natural law of acquiring knowledge to give the above statement or

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theorem before the perception of its truth, is it any less a violation of that law to give the same theorem in the high school before its truth has been perceived?

Words or names that do not suggest ideas are worthless, but ideas without names or words which shall suggest these ideas must be of great value. This is evident when we reflect that we name but very few of our ideas. Of the vast number of geometrical forms around us, scarcely one in one hundred is ever named. Of the almost innumerable shades of color, comparatively few are definitely named. What then is the value of names? How much wiser or more educated is the child who can name his ideas of plants, animals, colors or forms, than he who has the same ideas without their names?

Since ideas must ever be in excess of words or names, so that we can not name all of our ideas, is there any danger that, in teaching children, we may give too many names? A. G. M.

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**Respectfully Submitted.**

The commercial schools, "colleges" so called, advertise largely that they teach by actual business transactions, carried on by the students. We can not say to what extent the facts justify the advertisements, for we are not familiar with any of these schools of special training. But of this we are certain, that all schools may profit by the suggestion thus advertised. We count it a fundamental canon, that every good school will deal largely with actual transactions. By this we mean, that every accomplished teacher will be prepared to bridge over the gulf between school questions, and the problems of active life, in such a way that his graduates will not be so green and inexperienced as they now seem to be, when put upon using any of their school learning.

Not many months since, we put into the hands of a graduate of an excellent school, three notes which we were about to take up by payment in full. We were hurried for time, and wished the creditors' computations verified. We asked the graduate, "what's to pay on those notes?" and left her. She stood petrified, and in ten minutes came to us asking, "Why, what do mean?" We answered briefly, "I want to pay those notes to-day. Tell me what I must pay, for I am hurried!" She retired, and in an hour brought them in, with a result some three hundred dollars wide of truth.

This graduate was a leading pupil in a good school, a graduate of first standing, but was absolutely at fault when a problem came to her in a new form. We invite any of our professional readers to try the experiment, by way of examination, thus: go to some farmer or banker and borrow a genuine bona fide note of hand. Put it into the hands of the learners one by one, with the simple question, "What's that note worth," and see whether there is not need of a bridge across the gulf between school work and real work.

The canon we propound is briefly this: All studies in school should be so taught as to equip the learner for the actual problems of after life. The canon applies to all studies quite as pertinently as to arithmetic and commercial mathematics. Thus e. g.:

The use of geography among lettered men and scholars, is not the transforming of memory into a plethoric gazetteer, full of outlandish names: but is to practice a ready reference to books and atlases, which are always near by a well trained man. Therefore, in school, we should train the learners of geography to an apt use of their books, as books of reference and not as books to be memorized. Local geography, — the geography of the county and state, — every intelligent man should have in his head. But 'tis no discredit to a scholar to be unable to tell where Bayou Teche is in Louisiana or Bayou Sara. It is a discredit to a man not to be able to find out promptly an answer to such a question. The pupil needs training, in school, to a habit of ready reference. Thus: Teacher (to class) Boys, I was reading this morning that copper from Detroit lake sells at 30 cents. Where is Detroit lake? And my brother is mate on the bark Robert Murray, and the *Herald* says she was at Miragoane, Dec. 30, look it up and tell me where my brother is. Practice a class with one question per day, to train habits of *ready reference*, for this is the main use of geographic attainment in after life.

The limits of a readable article forbid detailed illustration. Suffice it to say, that every study that comes in to school affords an opportunity to a live teacher to bridge over the space between the school artificial and the live actual.

Go down cellar and see how much coal there is left.

How many thousand shingles must we get to cover our roof?

How many rolls of paper do we need to fix up our class room?

They say that Samuel Adams ought to have a statue instead of John Adams, and I've forgotten about them both; look it up.



Write me a letter ordering a ream of paper, a gross of pens, a gross of chalk, two dozen first readers, and a half gallon of ink. Tell 'em to send it by Adam's express, and I'll pay in thirty days.

When you want good soup shall the meat be "put on" in cold or hot water I wonder? &c. &c.

We end as we begun. "Actual transactions carried on by the student" bridge over the gulf between school days, and life's work. There is a place for teachers to do good work. At institutes, and associations let teachers swap questions, and keep up a stock of live questions.

Try the plan once, and you will never be content with any other.

"Respectfully submitted," T. K.B.

*From Good Words.*

### LESSONS FROM A SHOEMAKER'S STOOL.

BY JOHN KERR, H. M. INSPECTOR OF SCHOOLS.

CONCLUDED.

I led him by degrees to take a retrospect of the last half century. He told me, in his simple unaffected Doric, the history of some of his pupils, keeping himself in the background, except where his coming forward was necessary, either to complete the story, or put in a stronger light the good qualities of some of his old scholars. He paused now and then, sometimes with his hands on his knees and his head slightly lowered, sometimes with his head a little to one side, and his eye looking back into the far-off years, and I saw by his quiet, reflective look that he was scanning the fruits of his labors, his expression varying from gaiety to gloom, as the career of a successful or "ne'er-do-weel" pupil passed in review before him.

I complimented him on his haleness for his years.

"Yes," he replied, "I should be thankfu', and I try to be't, but, I'm feared, no sae thankfu' as I should be. Except hearing and memory, I hae my faculties as weel's when I was ten years auld. Eh! what a mercy! hoo many are laid helpless on their back long afore they're my age, and hoo few are aboon the ground that are sae auld."

Here the old man's voice faltered, and tears of genuine gratitude filled his eyes.

"Of a' them that began life wi' me, I just ken ane that's no ta'en awa'. There were twelve brithers and sisters o' us, and I'm the only ane that's left. My faither dee'd when I was sixteen. My aulder brithers were a' oot at service, and as I was the only ane that was brocht up to my faither's trade, my mither and the younger anes had to depend maistly on me, and I thocht I was a broken reed to depend on, for I hadna mair than half learned my trade when my faither dee'd. I mind the first pair o' shoon I made; when I hung them up on the pin, I said to mysel', 'Weel, the leather was worth mair afore I put a steek (stitch) in't.' Ye ken they werena sae particular then as they are noo. If the shoe didna hurt the foot, and could be worn at a', they werena very nice about the set o't. Mony a time I thocht I wud hae lost heart, but regard for my mither keepit me frae despairin'. Whiles I was for ownin' beat, and askin' the rest to help us, but my mither said, 'Na Jamie, my man, we'll just work awa' as weel's we can, and no let the rest ken.' Weel, I wrought hard at my trade, and when I should hae been sleepin', I wrought at my books, and I made progress in baith. Ah, sir," said the old man, with a pathos I can not reproduce, "naebody that hasna had to fecht for the best o' mithers can understan' my feelings when I saw at last that I was able to keep her and mysel' in meat and claes respectably. I've had mony a pleasure in my lang life, but this was worth them a' put thegither. Ay," he said, and his voice became deeper and richer, "it's grand to win a battle when ye've been fechtin' for the through-bearin' and comfort o' an auld widow-mither that ye like wi' a' your heart. For oh, I likeit my mither, and she deserved a' my likin'."

Here he broke down, his eyes filled, and, as if surprised at his own emotion, he brushed away the tears almost indignantly with his sleeve, saying, "I'm an auld man, and maybe I should think shame o' this, but I canna help being proud o' my mither."

"I think I can understand both your perseverance and your pride," I replied; "you must have had a hard struggle."

"Ay, I cam through the hards, but if I was to be laid aside noo, it wud be nae loss to my family, for they're comfortable, and could keep me weel enough, and I'm sure they wud do't."

"You were well armed for the battle," I replied, "and it was half won before you began it, for you evidently commenced life with thoroughly good principles and strong filial affection."

"Yes, I've reason to be thankfu' for a gude up-bringin'. Mony a callant is ruined by bad example at home. I canna say that for mysel'. Whatever ill I has done in my life canna be laid at my faither or mither's door. No, no ! they were a dacent, honest, God-fearin' couple, and everybody respected them."

"Their example seems not to have been lost upon you, for you, too, have the respect of every one who knows you."

"Weel, I dinna ken," he replied ; "everybody has enemies, and I may has mine, but I dinna ken them ; I really dinna ken them."

"Have you always lived in this village ?" I asked.

"Yes ; and, what's curious, I've leaved under four kings, four bishops, four ministers, and four proprietors. And for mair than sixty years I've gane to the chapel at least ance a week, and that's a walk o' eight mile there and back. That's some traveling for ye. I never was an hour ill since I was fourteen years auld."

He still looks wonderfully hale, but he says that, for some time past, he has felt the weight of years coming upon him.

"Sometimes," he said, "I grow dizzy. I dinna ken what it is to be the waur o' drink, but I think it maun be something like what I've felt, just sae dizzy that if I was to cross the floor, and tramp on a bool (marble) I wud fa'."

Judging, however, from his haleness, one would think him not much above seventy, and even strong for that, and with probably years of good work in him yet. He expresses himself clearly, methodically, and without an atom of pedantry, though in the broadest Scotch. He is, as I have said, an Episcopalian, and says, "when it is a saint's day, and the bairns are telt no to come to the schule, for I maun gang to the chapel, if I have occasion to gang doon to the shop a wee in the morning afore chapel time to finish some bit job, I catch mysel' lookin' roun' for the bairns, though there are nane o' them there. Na," he continued, "I couldna do without my bairns noo at a' ; I canna maybe do them muckle gude, but I can do them nae harm, and as lang as I can try to do them gude I'll no gie't up."

Thus ended my first morning with James Beattie in February, 1864, and I felt as if I had been breathing an atmosphere as fresh, bracing, and free from taint, as that which plays on mid-ocean, or on the top of Ben Nevis.

I saw him a second time in January last, and though it was again

a snowy day, I found twenty pupils present. The shoemaking and schoolwork go on as before. The awl and the hammer are as busy as ever, and his care for his bairns unabated. I had scarcely sat down before I asked for "Bell," whose "dreadfu' memory" had surprised me the previous year. I saw, from the grieved expression that passed over his countenance, that something was wrong.

"Eh, man, Bell's deed. She dee'd o' scarlatina, on the last day o' September, after eighteen hours' illness. There never was a frem'd body's \* death that gie'd me sae muckle trouble as puir Bell's."

Evidently much affected by the loss of his favorite pupil, he went on to say, "She was insensible within an hour after she was taen ill, and continued that way till a short time afore she was taen awa', when she began to say a prayer — it was the langes tane I had learned her — and she said it frae beginning to end without a mistak'. Her mither, poor body, thocht she had gotten the turn, and was growing better, but whenever the prayer was dune, she grew insensible again, and dee'd aboot an hour after. Wasna that most extraordinar? It behooved to be the speerit o' God workin' in that bairn afore he took her to himsel'. Ay, it'll be lang afore I forget Bell. I think I likit her amaist as if she had been my ain. Mony a time I said she was ower clever to leeve lang, but her death was a sair grief to me nane the less o' that. I'll never hae the like o' her again. I've a sister o' her here. Annie McKenzie," he said, addressing a little girl, "stan' up and let this gentlemen see ye." Turning again to me, he said, "She has a wonnerfu' memory too, but no sae gude as Bell's. She's just aboot six years auld. She has a prayer where she prays for her faither and mither, and brithers and sister. Puir Bell was the only sister she had, and I said to her ae day that she shouldna say 'sister' ony mair in her prayer; and wud ye believ't sir? the tears cam rinnin' doon the creatur's cheeks in a moment, and I couldna help keepin' her company. Ye wudna expect that frae ane o' her age. She has a brither, too, aboot three years auld, that will come to something. He has a forehead stickin oot, just as if your han' was laid on't."

Jamie had made good progress during the year, and earned another sweetie easily. He had been promoted to the dignity of pointing for himself, and no longer requires the awl.

Mr. Beattie seems as vigorous as when I saw him a year ago.

\* A person not a relation.

The only indication of greater feebleness is, that he has taken regularly to the use of a staff. He walks, however, nimbly and well; but he says the dizziness comes over him now and then, and he feels more at ease when he has a staff in his hand.

He asked me if I could not come and see him next day. I said I was sorry I could not. "I am awfu' vexed at that," he said, "this is the last day o' my eighty-first year. The morn's my eighty-second birthday, and I thocht I micht maybe never see anither, and I made up my mind to gie the bairns a treat. They're a' comin', and they get a holiday. I'm awfu' vexed ye canna come."

"I wish very much I could," I replied.

"A' the neebors," he said, "are takin' an interest in't, and the Colonel's lady has se nt me a cake to divide among the bairns — that's a sma' thing compared wi' a' her gude deeds, for she's a by-ordnar fine woman. Ye maun come up to my house and get a bit o' the cake."

I objected that it was scarcely fair to break it before to morrow.

"Oo, ay, ye maun taste it. She'll no object to you gettin' a bit o't afore the bairns."

"I yielded, of course, and spent another pleasant hour with him during which I had my first impression confirmed as to his single hearted benevolence, and altogether fine character. I shook hands with him, and as I was leaving said I had some intention of sending a short sketch of his labors to *Good Words*. I asked if he had any objection to his name being mentioned.

"Weel, sir," he said, "I'm real gratefu' for your kindness in coming twice to see me, and takin' notice o' me the way ye've done. It's far mair than I deserve. I dinna think the readers o' *Good Words* will care muckle about the like o' me, and I've never been fond of makin' a show; but if ye think an article wi' my name in't wud encourage ithers in my humble way to do a' they can for the up-bringin' o' puir creaturs that hae nae ither way o' gettin' education, I'll no forbid ye to do just as ye like."

"Well, then, I'll do it. Good bye!"

"Wull ye gie me anither shake o' your han' afore ye go? I may never see ye again."

"Most willingly," I replied.

He took my hand in one of his, and laying his other on my shoulder, said, "I'm no a man o' mony words, but I wud like ye to believe that I'm gratefu', real gratefu' for your kindness, as gratefu'

as an auld man that kens weel what kindness is can be, and I wud like ye to promise, if ye're hereabouts next year, and me spared till that time, that ye'll no gang by my door. Wull ye promise this?"

I gave the promise, and was rewarded by two or three kindly claps on the back, a hearty squeeze of the hand, and "God bless ye and keep ye."

The moral of James Beattie's life requires no pointing. A life that has been a discipline of goodness, and to which benevolence has become a necessity—"I canna do without my bairns noo at a', and as lang's as I try to do them gude I'll no gie't up"—has a simple eloquence that needs no aid and admits of no embellishment from well balanced phrases.

May the life which has already far exceeded the allotted span, be continued for years to come, to a man who has been diligent in business, fervent in spirit, serving the Lord.

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**We are not Made, but Grow.**

A very wise educator exhorted his brethren to grow in grace and knowledge. He evidently recognized what other teachers have sometimes forgotten, that character, physical, intellectual, and moral, is the result of growth. Though they had been instructed by inspired apostles he very well knew that knowledge could not be put on like a garment.

We grow in knowledge. All that we can do in educating, is to place the pupil in such relations as shall be most conducive to his growth.

The teacher may cultivate, but he can not create. The index of good teaching must be in the effect upon the pupil. The teacher should watch his class as carefully as he does himself. This may not be done solely to see how well a lesson has been learned, but rather to see what power has been acquired to reach forward from the known to the unknown. That teaching under which there has been intellectual growth is always shown by the pupil's increased ability to help himself. The teacher who does most for his pupils is he who gets them to do most for themselves.

Growth to the pupil is an incident rather than an end. This may be universally true, for in the course of time all the sciences

have grown out of the wants of society. In its relation to education, this is a truth that should not be disregarded. The child does not eat that he may grow, become strong, and weigh two hundred pounds; he does not run and shout, because he thinks exercise of any other value than for his present enjoyment. The philosopher sees beyond, and knows that food and exercise are necessary to the growth of the child; the child himself is seldom conscious that he grows at all. Is not the law of intellectual growth exactly parallel to the law of physical growth? If so, the growth of the intellect should be purely incidental. Before the child enters school he uses his mind as he does his body. One grows by exercise the same as the other. He learns for his own gratification just as he eats and plays for his own gratification. And how much he learns! Before the age of five years, he learns as much of a language as he ever learns after that age, not because he cares anything about language, but because he wishes to talk and to understand others. He learns the more obvious properties of a large number of substances; to abstract, generalize, and classify. He has taken thousands of lessons in form, size, color and weight, and has never been a "failure." He has examined numberless plants and flowers and can call many of their names at sight. He is familiar with a large number of animals, birds and insects, and has made such progress in physical education as no subsequent five years of his life can equal—all this he has done and much more, without having once been told to "pay attention," or having once thought about learning.

Without denying that habits of persistent study should be acquired as pupils advance in age, it would seem that in order to intellectual growth, tasks should be nearly if not quite unknown. We must wait for children to grow in mind as they grow in stature, we may direct and present the proper subjects of thought, but their own minds must do the work that shall result in mental growth.

A. G. M.

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If you would have a faithful servant, and one that you like, serve yourself.—*Franklin.*

I was surprised, just now, to see a cobweb round a knocker, for it was not on the gate of heaven.—*Hare.*

Wisdom is oftentimes nearer when we stoop, than when we soar.—*Wordsworth.*

**The Thinker.**

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O, my friend, the curtained palace is aflood with fiery light,  
And the brightsome, billowy surges overflow the banks of night.  
Under all the blazing splendors, purples float, and diamonds flash,  
And the smitten cords are vibrant; waves of sound together clash.  
Art looks down from fretted columns gleaming fair with costly gold,  
And her wondrous forms are living, all their meaning now unrolled  
Stern old heroes lift their weapons, frozen pulses wake and glow,  
And their subtle, scornful spirits, look upon the throngs below.  
Woman's beauty, manhood's glory, sway within the princely hall;  
Wreaths of rarest blossom-fragrance, crown this lordly festival.

What have I to do with revel! Though the fountain leap and shine,  
Though the crystal goblet crimson with the sun-rich, ruby wine;  
Tho' the palace-door stand open for my weary pilgrim-feet,  
Though the dreamy air enfold me, and the master's welcome greet;  
Though my senses haste to bathe them in this fairy-haunted sea,—  
O! I know its silver waters gleam not, murmur not, for me!  
Not for me the shallow words that dwell on lips of haughty calm;  
Not for me the syren singing, drowning youth's prophetic psalm;  
Not for me the tinsel folly, draining strength and truth from life;—  
I would rather arm and struggle in the never-ending strife!

Better is the solemn silence reigning in my secret tower,  
Where I hear the centuries treading with a grand, majestic power.  
There I summon all their columns; there I bid the dead to speak;  
And I glean from their strong utterance, wisdom that the world doth seek.  
All the early builders bring me their sublime and costly lore,  
And their legends tell the story of the far sea-beaten shore.

In the gray old granite quarry, wrought they in the years ago,  
Planting deep the rock-foundation, resting not till life was done;  
Falling on the field of slaughter, where their triumph could not die;—  
Victory shone above them, radiant, at their last, loud battle-cry.  
Life goes out, and blood is shed, whene'er we climb to loftier heights;  
And the steps our feet are treading, are Truth's faithful, fearless knights.  
But the dead are not defeated, and cold lips are eloquent,  
And the strength one craves, he gathers where decay and dust are blent.  
Nay! I cannot seek the palace, and forsake my thronéd kings,  
For they wear a crown and sceptre that will shame your gilded things.



Hither stride the grim-browed barons, from the fields of Runnymede,  
 With uplifted Magna Charta won from grasping, kingly greed ;  
 And I see fair English freedom springing from the fertile sod,  
 Smiling over English hillsides, raising manhood nearer God.  
 Ah! the holy seed they scattered, fell on furrows deeply ploughed ;  
 Liberty stood up more proudly, wise, and grand, and lofty-browed.

Hither comes the Silent William, with his ranks of Flemish knights ;  
 For the Fatherland they struggle, holding fast their ancient rights.  
 Flemish life sinks in the waters ; Flemish blood flows o'er the dykes ;  
 Sterner stands good Father William, as the Spanish tyrant strikes.  
 Flemish cities lie in ashes ; palace-portals drip with gore ;  
 And the princes leave their pageants for the battle's crash and roar.  
 Then I grasp the hands toil-hardened, that withstood the gathered might  
 Of the terrible Armada, strong, and thirsting for the fight.  
 He whose slaves were homage-laden, in the proud Escorial,  
 Thought to make the maiden-monarch bow a servile, conquered thrall.  
 But that host was tempest-scattered, worn, and smitten, and dismayed ;  
 Homeward sailed the ships dismantled, which came mightily arrayed.  
 Slowly march the earnest pilgrims, with their brows of holy calm,  
 Wearing trailing robes of triumph, in their hands, the victor-palm ;  
 And their spirit lights the faces growing pale at Valley Forge,  
 Stirs the hearts whose crimson current sanctifies the gloomy gorge ;  
 Crowns with glory, proud and peerless, him \* we celebrate to-night,  
 Whom the world lifts up with reverence, to a purer, saintlier hight ;  
 And it falls, a benediction, on the men of later days,  
 As we stand to see their bravery, in a wondering, wild amaze,  
 Stand to see their ranks transfigured in the cannon's awful blaze.  
 On our rifted fields of battle, here again the fight is won,—  
 This old fight, come through the ages, from the father to the son.  
 It is nought where armies gather, whether on the foam-wreathed sea,  
 Whether on the dykes of Holland, whether on the English lea ;  
 Whether in Italian valleys, pressing back the tyrant horde,  
 Charging for a last encounter, flashing out a sheathless sword ; —  
 'Tis the same old wrong that festers ; 'tis the same old fight that glows ;  
 And each new-born generation stands to deal its manliest blows.

Underneath the surging tumult, sits the Thinker, with his Thought,  
 Stirring up the slumbering spirits till the mighty work be wrought.  
 Eagle-eyed he watches nations, from his narrow-windowed tower,  
 And his clarion wakes the peoples, when he sees the dawning hour.  
 Down he gropes among foundations, down among the roots of things ;  
 Probes the source of royal fictions, shakes the rotten thrones of kings.

\* Written for Washington's Birth-day, 1896.

Evermore he pleads for manhood, evermore he shames the wrong ;  
Evermore he lifts the lowly, breaking fetter, whip, and thong.  
All unseen he sows his Thought, but when the valleys wave with gold,  
When into the starved world's granaries, richest wealth is freely rolled ;  
When the slave leaps from his bondage, and the nations juster grow,  
When Humanity regenerate, casts aside its weary woe ;  
Then the Thinker wears his laurel ; sits among the lordliest ;  
Shines among his thronéd monarchs, in his royal jewels drest,  
And within Truth's hallowed temple, finds his glory and his rest.

M. A. B.

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**The Defects of Greek Civilization.**

BY DAVID RIDDLE BREED.

The winds whistle among the ruins of Palmyra. The sands of the desert cover the broken monuments of Thebes. The Pyramids, those piles of stone over the tombs of kings, stand a monumental symbol of the departed glory of ancient Egypt. The grim demon of destruction is enthroned upon the fallen walls of the Coliseum ; and the forum where Cicero spake, with the senate chamber where Cæsar fell, are remembered only in the literature of the golden age. The fall of these nations was brought about by the defects of their civilization. But of all the great nations that once ruled the world, Greece attracts the most attention. She was once the cradle of arts and sciences, the mother of poets and orators. But even when the nationality of Greece had reached its zenith, and when the reign of Pericles had adorned Athens with all the embellishments of master minds, there was a secret *something* at work in the state which was doomed to ultimately undermine and destroy it. This something was the defective civilization of the state.

When Paul stood in the midst of Mars hill and declared to the Greeks a new religion, but yet a true one, they sent him away with the assurance, "we will hear thee again of this matter." Even then, Greece was waning in its power, and the rejection of the religion of the "unknown God" was all that was needed to bring ruin. But the cross was odious to the Greek, and God destroyed the nation. What makes England and the United States to-day the most powerful nations of the world, unless it is that they are the Christian nations ? What makes France so volcanic and Russia so barbarous, Spain so degraded and Rome so corrupt unless it is their

perversion and abuse of this religion? Where is Turkey to-day? She is under the millstone of Mohammedanism. Where are Tyre and Sidon, with their merchant princes and their traffic in the treasures of the Indies? Where are those once populous and powerful cities of antiquity, Cush and Damascus and No? They have all, like Egypt, Greece and Rome, withered away before the Lord, because they despised or abused his heavenly religion.

So the religion of Greece was not the religion to benefit a people or to raise them to a higher state of happiness or permanent prosperity.

The worship of Bacchus and Venus was conducted in lewdness and debauchery. Jove was represented as an arbitrary ruler, having all the passions and whims of mankind. The religion of Greece, even in its best phases, was all of the *head*, while there was no *heart* in it. They had no whole-souled benevolence, no heart-felt sympathy with human suffering. Did man desire to attain a high office in the state, to become better or nobler; then did the phantoms of the triform fates arise in his dreams to assure him that there was a Divinity which shaped his ends rough-hew them as he would. What inducements were held out to any sincere reformer or ardent philanthropist? The few smiles of a voluptuous god, or the approbation of a people in the shape of a decree banishing him for life. For the Greeks were apt to be jealous of one who greatly excelled in any point.

But if the Greeks envied a man who was *preëminent*, they treated with equal injustice one who was not at all *eminent*. He who possessed not the title of a Grecian citizen through a line of Grecian ancestors, was deemed almost as great a villain as a common thief. In one of the great levees of the badly celebrated Aspasia, there was only one *lady* who wore the symbolical grasshopper—the emblem of a pure-blooded Greek. She was the most highly favored of all the company; for the others were all Grecian citizens.

Everywhere the native Greek was exalted at the expense of aliens and bondmen, and the individual was sacrificed for the state. The Greeks either forgot or never knew that the strongest element of power in a state was an enlightened and intelligent yeomanry. All else was forgotten in their pride of state. They decked the temples of their gods, and crowned their public buildings with costly works of art, while the homes of the people and the comfort of the populace were forgotten. The will of the people was made altogether

subservient of the extravagance of the state, and the public treasuries were drained to purchase costly statues for the Acropolis.

Ivory was voted for public statues, and gold was commanded to adorn the place where silver would have been extravagant. Thus, while outwardly the state was beautiful in the extreme it was rotten at the core. It was beautiful to the eye, but painful to the penetrating glance of the experienced statesman.

Among the minor defects of the Greek civilization was the degradation of women. True, the seats in the theatre were sometimes reserved for ladies of rank, but very seldom. While the men were enjoying intellectual conversation with distinguished guests, the unfortunate women were doomed to the dreary drudgeries of the kitchen. There they plied the loom, while their life passed away with as little variation as the shuttle which they guided.

America may well learn a lesson from the fate of other nations that despised the true God and trampled in scorn upon the weak and lowly.

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**The Author of Thanatopsis.**

Wm. Cullen Bryant was born in Cummington, Massachusetts, on the third day of November, 1794. He gave early indications of superior talents, and received the instruction of his father, Dr. Peter Bryant. When ten years of age, he felt an inclination for poetry, and several of his very creditable translations from some of the Latin poets, were printed in the *Hampshire Gazette* at Northampton. He wrote several pieces in verse which were also published. At thirteen he wrote the *Embargo*, a political satire which was never surpassed by any poet of that age. In 1810 he entered an advanced class of Williams College, and soon became distinguished for his general attainments, especially for his proficiency in the ancient classics.

He was admitted to the bar at Plymouth in 1815. After passing ten years with good success, in the courts of Great Barrington, in one of which, he obtained his wife, he determined to turn his attention exclusively to literature. With this view he removed to New York city in 1825, where in company with a friend he established the *New York Review* and *Athenæum Magazine*, in which were

published several of his finest poems. The next year he assumed the editorship of the *Evening Post*, one of the best gazettes in the country, with which he has ever since been connected. Bryant, in company with his family, has made several visits to Europe. From the first in 1836, he was obliged to return suddenly, on account of the illness of his cherished friend and partner, the late Wm. Leggett. After his visit in 1844, being strongly desirous of a country residence, he sought in the vicinity of New York a place to satisfy his ideal of a home. Sailing up Long Island sound eighteen or twenty miles, a beautiful bay meets his gaze: he is incited to explore it: above its head are three ponds, which rise successively one above the other, supplied by the various springs that issue from the towering hills on the west, south and east. The latter, Harbor Hill is the highest on the coast between Maine and Florida.

A road sweeps along the sides toward the sound. Two churches adorn the hill sides, their steeples apparently striving to overtower the surrounding trees. Houses are scattered hither and thither rather to command a fine prospect than to constitute a village. Along the western shore the hills are so regular and so clad in various forest trees, as to seem artificial. The road, nearly half way up their sides, running parallel with the bay, is so shaded, that but small portions of it are seen from the water.

The eastern coast on the contrary, is quite irregular. In some places it rises nearly perpendicular to a considerable height; in others it retreats back, gradually upward for a short distance, whence up it rolls into a lofty hill. In such a place, nearly a mile from the village, is the residence of Mr. Bryant.

The old fashioned light brown house with its broad projecting roof would not in itself be very attractive, were it in a less favorable spot. It is connected by an archway to a square tower, which stands on the edge of the road. On the south it fronts two beautiful circular ponds; a lattice bridge spans their junction. Around these is a white pebble walk skirted on either side with a row of red cedars. A small outlet flows through an artificial channel obstructed with rocks. Over these, violently rushes this small foaming stream down under a little rustic bridge. What a picture to behold! Even the untrained eye looks on with wonder. Here too is a Swiss-fashioned building, with water power to force a supply to the fountain of the Swiss cottage, the farm house on the summit of the hill.

The garden is abundantly freighted with fruit, and richly spices the atmosphere with odors of sweet flowers.

An extensive panoramic view is pictured to the beholder from the western or northern porches of the mansion. About fifteen miles distant, is plainly seen the northern shore of the sound, together with a large surface, which is seldom free from many vessels in full sail. Here Mr. Bryant lives and writes as one "who in the love of nature holds communion with her visible forms."

J. D. C.

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**The Child's Etiquette in Ten Commandments.**

The following hints on Education, Etiquette and Morals, from the pen of George Francis Train, are worth publishing:

I. Always say, Yes, sir. No, sir. Yes, papa. No, papa. Thank you. No, thank you. Good night. Good morning. Never say How, or Which, for What. Use no slang terms. Remember good spelling, reading, writing, and grammar are the base of all true education.

II. Clean faces, clean clothes, clean shoes and clean finger nails indicate good breeding. Never leave your clothes about the room. Have a place for everything, and everything in its place.

III. Rap before entering a room, and never leave it with your back to the company. Never enter a private room or public place with your cap on.

IV. Always offer your seat to a lady or old gentleman. Let your companions enter the carriage or room first.

V. At table eat with your fork; sit up straight; never use your tooth pick (although Europeans do) and when leaving ask to be excused.

VI. Never put your feet on cushions, chairs or table.

VII. Never overlook any one when reading or writing, nor talk or read aloud while others are reading. When conversing listen attentively, and do not interrupt or reply till the other is finished.

VIII. Never talk or whisper aloud at the opera, theatre or public places, and especially in a private room where any one is singing or playing the piano.

IX. Loud coughing, hawking, yawning, sneezing and blowing are ill-mannered. In every case cover your mouth with your handkerchief (*which never examine — nothing is more vulgar except spitting on the floor*).

X. Treat all with respect, especially the poor. Be careful to injure no one's feelings by unkind remarks. Never tell tales, make faces, call names, ridicule the lame, mimic the unfortunate, or be cruel to insects, birds or animals.

## Resident Editor's Department.

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### MISCELLANY.

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THE N. Y. STATE TEACHERS' ASSOCIATION will meet at Geneva, the last Tuesday in July next. The President is busy perfecting arrangements. Programme in our next.

**MORE NORMAL SCHOOLS.**— Provision has been made by the legislature at its present session, for the establishment of four Normal Schools in addition to those now in operation. The Governor, Lieutenant Governor, Secretary of State, Comptroller, Treasurer, Attorney General, and Superintendent of Public Instruction, are appointed a commission to receive proposals in writing, from supervisors of towns, corporate authorities of cities and villages, trustees of colleges and academies, or from one or more individuals, for the establishment of such schools, containing specification for the purchase of lands, erection of buildings, furnishing of apparatus, books, etc. The act appropriates \$12,000 per annum for the support of each of such schools. This is a move in the right direction, and from present indication, there will be a spirited contest, attested by most liberal offers from different localities, for the honor of locating the schools.

Another act gives the Board of Education of the city of New York, authority to establish a Normal School in that city.

**JAPAN.**— The English language has been officially adopted by the government of the Japanese Empire, and it is taught publicly.

THE NATIONAL TEACHERS' ASSOCIATION will meet in Indianapolis, Indiana, on the 15th day of August next. We hope to announce a programme of the exercises in our next.

**SCHOOL HOUSE SITES.** — The new law for the appraisal of and acquiring title to lands for School house sites, will, we are persuaded, speedily result in the selection of commodious sites and play-grounds, in very many districts, where, heretofore, the road side on some bleak corner, or in some sink-hole, has been the only site, and the highway, the only play-ground. It will stimulate the people to some regard for such ornamentation, by trees and flowers, as will make the school one of the pleasantest spots in the district, and the joys it will offer, a compensation for even the most irksome of school tasks. Any eligible site may be taken, on appraisal, by a vote of the district, except cemeteries and gardens.

**NATIONAL BUREAU OF EDUCATION.**— At a meeting of State Superintendents, in Washington, in February last, several valuable papers were read, among which were the following: *School Statistics*, by Hon. C. R. Coburn

of Pa.; *Uniformity in the School System of the different States*, by Hon. L. Van Bokkelen of Md.; *National Bureau of Education*, by Hon. E. E. White of Ohio; *Model State School System*, by Hon. N. Bateman of Ill.; *Defects in the Existing Systems in the Several States*, by Hon. C. M. Harrison of New Jersey.

Great interest was manifested in all these papers, which ably set forth the respective subjects. The chief interest, however, centered in that of Mr. White, and a memorial was drawn up, and after full and earnest debate presented to Congress, together with the draft of a bill to establish a National Bureau of Education. Mr. Bateman, in the *Illinois Teacher*, says:

It was the unanimous opinion of the Association that the interests of education would be greatly promoted by the organization of such a Bureau at the present time; that it would render needed assistance in the establishment of school systems where they do not now exist, and it would also prove a potent means for improving and vitalizing existing systems.

This it could accomplish:

1. By securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures.

2. By bringing together the results of *school systems* in different communities, states, and countries, and determining their comparative value.

3. By collecting the results of all important experiments in new and special methods of *school instruction and management*, and making them the common property of school officers and teachers throughout the country.

4. By diffusing among the people information respecting the school laws of the different states; the various modes of providing and disbursing school funds; the different classes of school officers and their relative duties; the qualifications required of teachers, the modes of their examination, and the agencies provided for their special training; the best methods of classifying and grading schools; improved plans of school-houses, together with modes of heating and ventilation, etc.—information now obtained only by a few persons and at great expense, but which is of the highest value to all intrusted with the management of schools.

5. By aiding communities and states in the organization of school systems in which mischievous errors shall be avoided and vital agencies and well-tried improvements be included.

6. By the general diffusion of correct ideas respecting the *value* of education as a quickener of intellectual activities; as a moral renovator; as a multiplier of industry, and a consequent producer of wealth; and, finally, as the strength and shield of civil liberty.

We trust this movement may result in some effective measure for the advancement of the interests of education, throughout the Union.

NEW VOLCANIC ISLAND.—In the month of January last, commencing the 8th, there occurred an eruption of a submarine volcano, accompanied by





Mr. William Kemp, who for a number of years has been President of the board, was reelected. He is an earnest and enlightened school man and does honor to the position.

JOHN W. BULKLEY, whose services in the educational work for more than 35 years, are known to all our readers, has, of course, been reelected Superintendent of the Brooklyn schools. They are to have an assistant Superintendent. No man has labored more faithfully than he; and for more than a third of a century he has been an educational leader. The labors Mr Bulkley has discharged for many years are too arduous for any one man to perform. Success to the new enterprise.

J. DORMAN STEELE, late Principal of the Newark Union School and Academy, where he had gained an enviable reputation, has accepted the principalship of the Elmira Free Academy, at a salary of \$1,600, to be increased. Miss Marshall, of the Conn. State Normal School is to be preceptress—salary \$700.

HON. HENRY BARNARD, LL. D., Editor of the American Journal of Education has become President of St. John's College, Annapolis Ind.

H. J. SHERRILL, for several years Principal of the Hamilton Union School, has removed to Belvidere, Ill. We presume a larger salary had something to do with it. Well, he is worthy of it.

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*OBITUARY.*

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ELIPHALETT NOTT, D.D., LL.D.—Dr. Nott was one of the marked men of the age in which he lived. From early childhood he exhibited a great desire for knowledge and made remarkable progress in its acquisition. He had not, of course, extended school advantages, but this lack was supplied by the faithful training of his mother, a woman of well-stored mind, whose teachings he always remembered, and often mentioned with heartfelt gratitude as the real source of all his success in life. But at 12 years of age he lost this best of teachers—and from thenceforth he was compelled to rely mainly upon his own efforts, as well to supply his physical as his intellectual wants. On the death of his mother, he found a home with his brother, Rev. Samuel Nott, at Franklin, where he worked at wages during the spring, summer and autumn, and studied under the direction of his brother during the winter.

At the age of sixteen he commenced his career as a teacher, yet still pursuing his studies, sometimes alone, sometimes under the guidance of a preceptor; but always steadily advancing toward his goal—an honorable admission to college as preparatory to the studies of the profession he had long since chosen for life—the Christian ministry. He entered

Brown University at twenty years of age, and graduated in 1795. After leaving college, he read Theology under Rev. Joel Benedict, of Plainfield, Conn., for a time; received a license to preach from the Congregational Association of New London county; placed in his saddle bags his little stock of books and clothing, and took his departure, on horse back, as a missionary to Cherry Valley, N. Y., then a destitute field. Here he soon gathered around him a little flock, started a school afterwards known as Cherry Valley Academy, and thus entered upon his life work at the age of twenty-three, doing double duty: a preacher on the Sabbath, a teacher on secular days—at all times a minister of the Cross. But talents like his could not be "hid under a bushel;" his fame as a preacher reached the capital, and in 1798 he received and accepted a call to the first Presbyterian church of Albany. While here, he preached his celebrated sermon on the "Death of Hamilton." This at once gave him a national reputation. A single fact in this connection will show at once the vigor of his mind and his power of physical endurance. He was waited upon by a committee charged with the duty of inviting him to preach the sermon, accepted the invitation, commenced and wrote it out in full, and committed it to memory before he slept.

In 1804 he was elected President of Union College, a corporation then destitute of all the necessary appliances for the students' proper advancement, and of all means for procuring them. Yet he accepted the post, and entered upon his work with that courage which a strong sense of duty is wont to inspire, and in a short time placed the college among the first in the land.

Dr. Nott was an original thinker, a profound scholar, and a great teacher. There have been those who have spoken lightly of his *scholarship*: But either their own acquirements were not such as to fit them to be judges of his, or they knew not the man, and gave opinions at second hand. Few men, very few, have mastered so many of the great subjects of human study. But he never affected a display of learning—not even in the class room, where men are sometimes in this respect thrown off their guard. His manner of studying language, known to very few of the thousands who have received instruction from his lips, will show the thorough way in which he pursued all his studies. He translated several books of Homer's Iliad from the Greek into Latin, from the Greek into English, and from each of these back again into Greek, comparing each with other, and both with the original. It was thus that he acquired that facility in the use of language for which he was so remarkable. But he did not bestow the highest praise on scholarship alone. In speaking of teachers he expressed his estimate of qualities in this form: "We want *great* teachers and *good* scholars, rather than great scholars and poor teachers."

As a teacher he was suggestive rather than dogmatical — waking up and eliciting thought, rather than imparting positive knowledge — striving as earnestly to secure true manhood as mere scholarship. His success as a teacher is not vindicated by his popularity alone, but also by the large number of his pupils who have acquired distinction, and even eminence — as statesmen, in the professions, in literature and the arts.

But he taught outside of the lecture room and the college. He is spoken of as an inventor; and his well known face may be seen in the state library, in an engraving representing a convention of inventors. But Dr. Nott really never invented anything of personal utility to himself.

True, he invented a stove for burning anthracite coal. But he only taught by his base-burning stove and movable grate what was wanted, and scores, at once profiting by the lesson, soon outstripped their teacher in its practical application. So too, long years after, and after costly experiments, he succeeded in running the steamboat *Novelty*, from New York to Albany as a swift passenger boat, using anthracite coal as fuel. Yet in this he only taught what was the element of success in burning coal on steamboats; and his expensive air syringes of polished brass, which fanned the fires of the *Novelty*, soon gave place to the inexpensive blower now in common use. As an inventor, he simply taught us to burn anthracite coal — a priceless lesson, blessing millions.

Few men, especially of those connected with the schools, have wielded a wider influence on education in its broadest sense, on commerce, on the church and state, than Dr. Nott.

He was born at Ashford, Conn., June 25, 1778. He died at Schoenectady, N. Y., January 29, and was buried February 2, 1866, 'neath the murmuring pines in the beautiful "Cemetery of the Vale."

"They bore the venerable man to his grave — not with tears and grief — for his long life had more than filled the measure of expectation, and his death was but its fulfilment — but with reverence and awe. No words spoken in eulogy or in commemoration could add to the solemnity of the scene. He himself had been one of the most eloquent of men. Those who have ever listened to his words will never forget the impressiveness of his pauses, or the emphasis of his half-hushed undertones. Nothing could surpass them except the mute eloquence of this his last appearance on earth, his voice hushed to silence, its pause bounded only by Eternity."

M. P. C.

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*INTELLIGENCE.—HOME.*

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ST. LAWRENCE Co.—Below find a brief statement of school examinations and lectures held in the Second Assembly District as follows: At Russell, Feb. 8th; Edwards, Feb. 9th; Hermon, Feb. 10th; Rensselaer Falls, Feb. 12th; Flackville, Feb. 18th; Lisbon Center, Feb. 14th; Waddington,

Feb. 15th; Norfolk, Feb. 17th; Colton, Feb. 21st; Pierrepont, Feb. 22d; and at Canton, Feb. 26th. Revs. Waugh, Lee and Lyford, Profs. White and Ball of Canton; Rev. Lent of Russell; Harper and Shaw of Lisbon, and James Cruikshank, LL.D., of Albany, gave interesting lectures to attentive and appreciative audiences. The lectures were generally practical and all well calculated to awaken a deeper interest in the common schools. There were 1,508 children from 55 schools, who participated in the examinations, and their recitations, selected by the Commissioner after the classes were called, usually exhibited thorough drill on the part of teachers. As reported by them, 815 parents', 82 trustees' and 81 clergymen's visits were made in the above named schools during the winter term, previous to the examinations. These are evidences of an awakened educational interest among the patrons, and they give encouragement to teachers and school officers of higher attainments in our district schools. Allow me to recommend, to the readers of your *TEACHER*, these examinations, believing they are, when rightly conducted, a means by which much good may be accomplished in the education of the young.

Truly yours,

CLARK BAKER, School Commissioner.

Hermon, April 2d, 1866.

HAMILTON.—The Board of Education of the Free School of this village are by an act of the legislature, authorized to adopt the Hamilton Academy as the higher department of said school.

THE NEW YORK FREE ACADEMY has been erected into a college, to be known as the College of the City of New York—the members of the Board of Education to the ex-officio trustees.

MONROE COUNTY.—The Teachers' Association of the Third district met at Spencerport, Feb. 23 and 24. Notwithstanding the very unpropitious weather, about 90 teachers were in attendance. The meeting was enlivened by the presence of Profs. McVicar of Brockport, Clark of Parma, and other friends of education who dispensed to us a variety of good things, both witty and grave. Dispersed throughout the entertainment were essays, orations, and poems from members of the association. The annual lecture was delivered by Rev. Dr. Seager of Batavia; the subject presented was "American Scholarship, and the mission of the American Scholar," and was handled in a masterly style, fully justifying the enviable reputation of the doctor.

GEORGE SIMMS, President.

MARY FLOWERS, Secretary.

DELAWARE COUNTY.—Commissioner Bouton writes us: "I think I may safely say, there never was a time in the history of old Delaware, when so much zeal was manifest in the cause of education. The major part of the teachers seem to feel the responsibility resting upon them, and the commissioners are relieving the balance of any responsibility in the matter."

FRANKLIN COUNTY.—The spring session of the Teachers' Institute in this county was held at Malone, for two weeks, commencing March 19. The literary exercises were under the direction of the Editor of the *TEACHER*, assisted during the second week by Miss Ellen Seaver of the Oswego Normal and Training School. Miss Seaver presented some of the most valuable features of the system taught at Oswego, and her lessons and discussions awakened a very deep interest. More than one hundred teachers were enrolled and the attendance was very regular. The commissioners regard the session as the most successful one ever held in the county. There were lectures nearly every evening.

The citizens of Chateaugay have voted to raise \$8,000 to build an addition to their school house.

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*INTELLIGENCE.—FOREIGN.*

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KANSAS.—The State Normal School is in flourishing condition. The number of students the past year (its first), has been 78.

THE NORMAL SCHOOL AT SALEM, MASS.—We are indebted to D. B. Hagar, Esq., now principal of this institution, for a copy of the proceedings at the close of last term. The school numbered 124 pupils, of whom 16 graduated. It can not but prosper under its present management.

MICHIGAN.—The *Teacher*, which we are glad to see revived, and which is genial, able and full of interest, gives us in February number, an account of the 15th Annual meeting of the State Teachers' Association, held during holiday week, at Battle Creek. The addresses, essays and discussions as reported, evidence that our Michigan friends are awake. Richard Edwards of the Illinois Normal University was present, and delivered an address. He also stirred up the association on the subjects of educational tests as the basis of suffrage, and a National Bureau of Education. The formal addresses were delivered by President Abbot of the Agricultural College; W. H. Payne, the editor of the *Teacher*, and President of the Association; Mr. Edwards; Mr. Bliss of Chicago (on music); Prof. Griffith, of Batavia, Ill.; Prof. Gregory, of Kalamazoo College; and Prof. Mark Bailey, of Yale College.

During the present year there have been 1,195 students in the Michigan University. It is the largest University on the Continent, and its influence is widely felt in fostering public education in all the schools of the state.

NEVADA has wheeled into line, and has a school system, with a Superintendent of Public Instruction (Hon. A. F. White). There are of white children, between 6 and 18 years of age, 2,801; under 6 years, 1,918;

under 21, born in Nevada, 989; attending public schools, 1,848: The average monthly wages paid to teachers is, for males, \$89.76; for females, \$85.20. A most encouraging state of education is reported.

WEST VIRGINIA.—The second annual report of the Superintendent of Free Schools is on our table. The Superintendent, Hon. W. R. White, is doing all in his power to organize an effective system in this hitherto destitute region. There are 133 school houses in the state, valued at \$40,841.75. There are 5 high schools, 39 graded schools, and 387 common schools. The children of school age (6 and 21) are 63,458; attending schools, 15,972; average daily attendance, 7,771: Teachers, 387—171 males, 216 females. Besides the number above, there are 20,960 children of school age in counties where the school system is not fully in operation. A general willingness to build houses and provide for public education is manifest. The foundation of a permanent school fund has been laid, and the state tax yields nearly sixty thousand dollars. Mr. White recommends county superintendency, Institutes and Normal Schools, and regards the establishment of a school journal as a necessity.

WISCONSIN.—We welcome the *Journal of Education* which has resumed its labors, under the editorial charge of William H. Peck, and is published at Mineral Point. The State Superintendent reports an increase over the previous year of 11,948 pupils in the public schools. The enrolled attendance is 66 per cent. of all the children over 4 and under 20 years of age. There were 7,532 teachers employed. The average wages of male teachers is \$36.45 (per month?); of female teachers \$22.24.

THE IRISH NATIONAL SCHOOLS.—The report of the Commissioners of Education for Ireland, for 1864, states that the average number of children in daily attendance was 315,108, at an expense of £1 2s. 6d. each. The teachers received £284,467; monitors, £18,875. Inspection cost more than £23,233 (\$116,000). Compare this last sum with the paltry amount of \$56,000 paid in the state of New York,—that for 6,200 schools; ours for 11,700.

INDIANA.—The Legislature at their recent session, voted to establish a Normal School.

WISCONSIN.—The Board of Regents of Normal Schools are to establish one or more such institutions. More than \$30,000 annually, are at the disposal of the Board.

PENNSYLVANIA.—The February number of the *School Journal* contains the Annual Report of the Superintendent of Soldier's Orphans (Hon. Tho. H. Burrowes), and the Annual Report of the Superintendent of Common Schools (Hon. C. R. Coburn). From the former of these we learn that the destitute children of the deceased soldiers of the commonwealth, "have been massed together in their schools in considerable num-

bers; they have been exempted from suffering, withdrawn from many of the contaminating influences of their previous conditions and are acquiring to the full as much of knowledge as the very best of our Common Schools could afford, were they still at home, and in constant attendance thereat." The first year's experiment is considered as eminently successful. The applications received were 1846; allowed 1582; actually received into the schools, 1242; discharged on application of relatives, 16. To entitle to benefits, the father must have served in a Pennsylvania regiment, or, being a Pennsylvanian, in the regular army or navy, during the rebellion must have died in service or by reason of wounds received. Or disease contracted, during such service, and indigence of the applicant, and of the mother or guardian must be shown. Children of four years and upward have been received. Of the younger children, between four and eight years of age, 619 have been cared for in houses and asylums that were already in existence. Eight other schools have been established and others are contemplated. Care is had for their religious as well as physical and intellectual training, and the children are sent to those schools of the same denominational cast as that of their deceased father. Dr. A. G. Egbert of Mercer County has given a farm of 200 acres, and is to erect buildings to cost not less than \$100,000 for an asylum. Another liberal gentleman offers \$50,000. From June 16, 1864, to Dec. 1, 1865, the expense has been \$103,817.64. This is a noble charity. God speed the large hearted benevolence that gives and labors for it.

Dr. Burrowes, the Editor of the *School Journal*, animadvertes severely upon the tone of Supt. Coburn's report, and the "ultra-conservative" spirit of his administration. He complains not only that little progress has been made, but that no plans are suggested, and the paramount importance of the claims of public education are not urged with any adequate spirit. The report shows, certainly, no very encouraging results. Some leading statistical items are as follows; the items of increase and decrease are in comparison with the previous year, excluding the city of Philadelphia:

School districts,\* 1837, increase 12; Schools 12,548, decrease 18; Whole attendance 629,587, decrease 8,198; Average attendance 396,701, decrease 2,821; Average term of school, 5 months 14 days increase 2 days. Whole no teachers, 14,286, decrease 382; Average salaries, males, \$31.82, increase. \$6.40; Average salaries, females \$24.21, increase \$4.05; state appropriation \$269,889, increase \$12,029,50; Total cost of system,† \$2,792,076.87, increase \$410,903.17; There are 5,641 male teachers,—decrease of, 2,232; and 8,645 female teachers, an increase of 880.

VIRGINIA is to have an educational journal, the precursor, we hope of free schools. Let the good work go on. Nothing so well as schools will further the labor of "reconstruction."

\* Townships and parts of townships under one board, not as in New York.

† Including Philadelphia.



RHODE ISLAND INSTITUTE OF INSTRUCTION.—The “twenty-second annual meeting” (the eleventh was held in Jan. 1856 — gained one year in tent) was held in Providence, commencing Jan. 26. Lectures were delivered as follows: Prof. Dunn of Brown University, on *The Study of English Literature*; Prof. S. S. Greene, on *Teaching as answering an Internal Want of the Pupil*; Prof. J. Lewis Diman, on *Political Education in Public Schools*; Col. T. W. Higginson, on *Educational Missions at the South*; S. H. Taylor, LL.D., of Andover, on the *Topography of Rome*; Josiah P. Cooke, Jr., of Harvard College, on *The Value of Scientific Studies as a Means of Discipline*.

SCHOOLS FOR THE FREEDMEN.—The consolidated report of the Freedman's Bureau, shows that there are at present 631 schools, with 1,240 teachers and 65,834 scholars, in the southern states. There are 67 schools with about 7,000 scholars in North Carolina. In the District of Columbia, and the surrounding stations, there are 45 schools, with 100 teachers, and about 4,000 pupils. In Louisiana, the schools for colored children have all been suspended for want of funds. The agent of the Freedman's Bureau in Alabama writes that he has established a school for the poor whites.—*Am. Ed. Monthly*.

TENNESSEE.—The Free School Bill has been defeated. There are in the State 80,000 white people who can neither read nor write.

VERMONT.—The sixteenth annual meeting of the State Teachers' Association was held in Brattleboro, commencing Jan. 30. The attendance was not large, but the work was earnest. The first evening was occupied with the address of welcome, by Rev. Mr. Frothingham, and some remarks on *The Proper Aim of School Education*, and by a reply from General Phelps as presiding officer pro tem. Prof. Bingham supplemented the chairman's remarks. Discussions, on arithmetic; the proper time to commence the study grammar; reading; miscellaneous exercises for the younger scholars, were engaged in with much spirit. Addresses were delivered by Prof. M. H. Buckham; Prof. Atkinson (? W. P. of Mass. *Teacher*), H. N. Abbott of Burlington, Hon. Hampden Cutts, Addison Brown, B. F. Bingham, and Hon. J. S. Adams, Secretary of the Board of Education. It is reported as one of the pleasantest and most successful meetings ever held in the state.

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#### LITERARY NOTES.

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THE LITTLE CORPORAL continues to be as racy and full of interest as ever. See advertisement.

GRACE GREENWOOD'S “Little Pilgrim” has lost none of its vivacity, and its pure and wise teachings will bring peace and joy into our homes. Leander K. Lippincott, Philadelphia. Price 60 cents a year.

WM. WOOD & Co., New York, have commenced the publication of "The Medical Record; A Semi-monthly Journal of Medicine and Surgery." 24 pp. royal 8vo. The initial numbers promise a journal of much merit.

SILLIMAN.—Messrs. C. Scribner and Company announce an elaborate biography of the late Professor Silliman, by Professor Fisher, of Yale College.

APPLETON & Co. have in press a Manual of Composition and Rhetoric, by Prof. Baine, of the University of Aberdeen, edited by G. P. Quackenbos.

MISS MARTINEAU'S ENGLAND is completed by the issue of the fourth volume, (Walker, Fuller & Company, Boston). It embraces the period from 1815 to 1846.

HARPER'S MAGAZINE for April is unusually rich in capital literature. This is much to say for a magazine that is always first class, and a universal favorite.

THE CONTEMPORARY REVIEW in the title of a new English monthly, edited by the Dean of Canterbury, and published by Strahan and Co., London and New York, at \$10 a year.

THE CRESCENT MONTHLY is the title of a new magazine, devoted to literature, Art, Science and Society, published in New Orleans, by William Evelyn. Vol. 1, No. 1, April, 1866, is on our table as we go to press, and will receive notice in our next. Meantime we welcome this attempt, which promises so well, to revive a genial literature in the South-land. The spirit of the Crescent is good, the Editorial Notes racy. The leading articles promise well, and the list of contributors is guaranty of a first-class magazine. Wm. Evelyn, 90 Camp street, New Orleans. \$5.00 a year.

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*BOOK NOTICES.*

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HISTORY OF FRIEDRICH THE SECOND, called *Frederick the Great*. By THOMAS CARLYLE. In six volumes. Vol. vi. New York: Harper and Brothers, 1866. 12mo, cloth, pp. 608.

This concluding volume of Carlyle's great work, contains a complete index of matter to the entire work. No historian probably, ever wrote more earnestly, or made his subject so completely a hero. He has at length followed him through all his ambitions, his trials, his triumphs. He sees nothing but Friedrich. He says: "I define him to myself as hither, the Last of the Kings;—when the Next will be is a very long question!" The chief facts in Friedrich's career are matter of common history, and you may read them in any cyclopædia. Our author's estimate of character, and of the concurrent events of his reign, — the inimitable

deification of his illustrious King,—will furnish new material to the historian and philosopher, in working out the picture of the civilization of the century last past. All may not become Carlyle's disciples: no one will regret that he has written.

**THE ALPHABET MADE EASY.** *Introductory to any Series of Readers.* BY WM. R. WHITE, *State Superintendent of Public Instruction, West Virginia.* Published by Sargent, Wilson & Hinckle, Cincinnati.

This is a little book of 80 pages, designed to teach by words, combining them in phrases and sentences as fast as learned; and after the first thirteen lessons the words already used are tabulated to be spelled, and other lists are introduced to give a wider scope to the reading. It seems very judicious, and the illustrative cuts make it attractive.

**A TEXT BOOK ON PHYSIOLOGY.** *For the use of Schools and Colleges. Being an Abridgment of the Author's Larger Work on Human Physiology.* By JOHN WILLIAM DRAPER, M. D., LL. D. *Illustrated with nearly 150 Wood Engravings.* New York: Harper and Brothers, 1866, 12mo. cloth, pp. 376.

**A TEXT-BOOK ON ANATOMY, PHYSIOLOGY AND HYGIENE.** *For the use of Schools and Families.* By JOHN C. DRAPER, M. D., *Prof. of Natural History and Physiology in the New York Free Academy, and Prof. of Anatomy and Chemistry in the University of New York.* 170 Illustrations, 8vo. cloth pp. 300. Harper and Brothers. 1866.

**PHYSIOLOGY AND LAWS OF HEALTH.** *For the use of Schools, Academies and Colleges.* By EDWARD JARVIS, M. D., *New York: A. S. Barnes & Co.* 1866, 12mo.  $\frac{1}{2}$  roan, pp. 427.

**SYSTEMATIC HUMAN PHYSIOLOGY, ANATOMY AND HYGIENE.** *Being an Analysis and Synthesis of the Human System, with Practical Conclusions, Many new and complete Illustrations.* By T. S. LAMBERT, M. D. *Second Edition.* New York: William Wood & Co. 1866. 12mo.  $\frac{1}{2}$  roan, pp. 420. 30 full page Plates.

Our present limits will not allow the extended and critical notice these books deserve. We have cited their titles, first, to give our readers some notion of their scope, and where they may be had, and, secondly, to indicate the value we place upon physiological studies, which of late are attracting considerable attention.

The two first named are more properly college or academic text books. Dr. J. W. Draper's is an abridgment of his larger work, and contains in condensed form the author's most valuable original contributions to the science. Many of the topics embrace the more recondite features of the science, and have less to do with evident mechanical action, than with theories of their primordial causes, and the laws that govern them. He is the author of the "Electrical Theory of Capillary Attraction." Value is given to the discussions, by the introduction of forcible illustrations in comparative physiology.

The second of these books is a formal statement in fifty-four lectures of the subjects embraced in its title. The style is, however, easy and familiar. Some new and valuable features are presented, and the division relating to Hygiene can not fail to interest and benefit the general reader. The chapter on epidemic diseases is peculiarly suggestive at this time. The book is beautifully illustrated and well printed. Each of these books is rendered more valuable by a copious index of matters.

Dr. Jarvis announces in his preface, that, "The great and' sole object of this work is to teach the laws of health, the powers of the several organs, the limit of their strength, the way in which they are to be developed and sustained, their proper uses, and the certain and evil consequences that follow their misapplication." Its scope may be gathered from the titles of its different divisions I. Digestion: and Food; II. Circulation of the Blood and Nutrition; III. Respiration; IV. Animal Heat; V. The Skin; VI. Bones, Muscles, Exercise and Rest; VII. Brain and Nervous System. It is not therefore a treatise on physiology, but a work on practical hygiene, introducing physiological facts and laws, as they are necessary to further the main purpose of the work. These are judicious, and the manual will be found of great value.

Dr. Lambert's book is simpler and more elementary than either of the two first named, and more comprehensive than Jarvis'. A marked feature will be found in the skill with which its classifications are made, whilst the practical remarks occurring on almost every page give significance and point to the formal discussions. For popular use as an elementary text book in the subjects named in its title it must take high rank.

We commend these books to teachers who would fit themselves for the work which this age demands of them in the schools, and whilst they will each be found of value, and having peculiar merits, Dr. Lambert's will, perhaps, be most suggestive of methods, and aid in judicious classifications.

A PLEA FOR THE QUEEN'S ENGLISH: *Stray Notes on Speaking and Spelling.* By HENRY ALFORD, D.D., *Dean of Canterbury. Second Edition—Tenth Thousand. Published by Strahan, London, and Alexander Strahan & Co., New York. Small 8vo., pp. 287, vellum cloth, Price \$1.75.*

This is not a formal work on philology, but a familiar running commentary on usages in language, especially noting corruptions of English in spelling, pronunciation, structure; vulgarisms, idioms, conventional forms, etc. In his introductory pages, the author happily justifies the attention he has given to these "little things." He says: "But the language of a people is no trifle. The national mind is reflected in the national speech. If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts themselves to escape being the same. \* \* \* Every important feature in a people's language is reflected in its character and history." In a truthful comparison of

England and America, we think there will hardly be found justification of the following, which by implication says, Thank God that *we* (English) are not as they: "Look \* \* \* at the process of deterioration which our Queen's English has undergone at the hands of the Americans. Look at those phrases which so amuse us in their speech and books; at their reckless exaggeration, and contempt for congruity; and then compare the character and history of the nation — its blunted sense of moral obligation and duty to man; its open disregard of conventional right where aggrandizement is to be obtained; and, I may now say, its reckless and fruitless maintenance of the most cruel and unprincipled war in the history of the world." We are, it is true, not always over-nice in language, and *perhaps* the speech of our common people will not compare with that of the English peasantry! We have not yet learned the art of such *Christian* warfare, as that which history chronicles in the Sepoy rebellion, nor can we show a spectacle like the Jamaica massacres! We are so "cruel and unprincipled" as to show mercy to prisoners and captives, and mete out pardon to those who sought our Nation's life to destroy it.

The book is on the whole very readable; written in a pleasant and raucy style, and very suggestive. It catalogues most of the common errors, and shows them up very neatly. Frequent reference to a controversy provoked by the former edition, or of which it formed a part, is to American readers of little interest. It is, however, a valuable and necessary book.

A TEXT-BOOK ON CHEMISTRY. *For the use of Schools and Colleges.* By HENRY DRAPER, M. D., *Professor Adjunct of Chemistry and Natural History in the University of New York.* With more than three hundred illustrations. New York: Harper & Brothers, 1866. 12mo., pp. 507. (*Copious index*).

Professor Draper claims for this work, with characteristic modesty, that "it embodies the valuable parts of the work on the same subject published by my father in 1846, etc." A careful examination of it shows, however, that the instructions he received from his father have been put to such good account, that the present work is a statement of the real condition of the science to-day, with the marvellous advance it has made in these twenty years. Of its matter and manner we must speak more fully hereafter.

THE STUDENT'S PRACTICAL CHEMISTRY. *A Text-Book on Chemical Physics and Inorganic and Organic Chemistry.* By HENRY MORTON, A.M., and ALBERT R. LEEDS, A. M., *Professors in the Philadelphia Dental College and the Franklin Institute of Pennsylvania.* Philadelphia: J. B. Lippincott & Co., 1866, 12mo, pp. 311.

The principles of the science are clearly stated, and the suggestions are practical. Many valuable tables and a full index make the work a desirable vade mecum. It is not exhaustive, but presents the usual range of topics, with some "valuable novelties." The Chemical Physics is peculiarly fine.

A THIRD READER, of a grade between the Second and Third Readers of the School and Family series. By MARCIUS WILLSON. New York: Harper & Brothers.

This beautiful little book, as happy in the nature and arrangement of its articles as it is apt and elegant in its pictures, rivals in attractiveness even the books of the regular series. The prose pieces are allegories, simple stories in natural history, descriptions of country life, etc. The poetic selection, of which there are about fifty, are gems. We have not seen a prettier.

CLASSICAL AND SCIENTIFIC STUDIES, and the Great Schools of England. By W. P. ATKINSON. Cambridge: Sever and Francis. 8vo., pp. 117, pamphlet. Price 75 cents.

This is in part a review of the late report of the Parliamentary Commission, to investigate the condition of the great classical and some of the more famous of the grammar schools of England. The lecture was originally read before the Society of Arts of the Massachusetts Institute of Technology. It now appears with additions and an appendix; and for the important facts in the history of the English Schools, so clearly stated, and a calm, dispassionate discussion of the claims of the Sciences, in those schools almost wholly ignored, it more than merits the beautiful dress the publishers have given it. The author, in his preface, says: "But neither will it, I hope, be laid to my charge, because I have undertaken here to defend the interests of Science, that I am insensible to the glory and beauty of the literatures of Greece and Rome, or to the splendor of their immortal story." We believe the perusal of this admirable essay will aid many of our educators in forming juster notions of the relations of the studies in a liberal course.

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#### ITEMS.

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GENERAL BURNSIDE is Governor of Rhode Island.

THE "ABRAHAM LINCOLN SCHOOL," for freedmen, New Orleans, was opened Oct. 3, 1865, in one of the buildings belonging to the University of Louisiana, under the auspices of Rev. Thomas W. Conway, assistant commissioner of the Bureau of refugees, freedmen, etc. It soon had 800 pupils, and an average attendance of 750, with 14 teachers. From 70 to 80 per cent. of the pupils are of mixed blood. The school was at first free. Pupils now pay \$1.50 per month, and the number has decreased to about 400, with 8 teachers. Mr. E. F. Waven, a native of N. Y. State and a graduate of Yale, was the first principal. He has been succeeded by Mr. M. A. Warren.

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# NEW YORK TEACHER.

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NEW SERIES.]

JUNE, 1866.

[VOL. VII, No. 9.

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## Thoroughness in Teaching.

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“A few subjects, thoroughly taught, form the basis of a good education.”

This maxim is one that every teacher should constantly bear in mind. Great results in teaching are not secured in a few days, or weeks, or months even. They are to be attained only by long-continued patient, systematic labor. Hence, teachers who would fulfill the high responsibilities of their calling, must be content “to labor and to wait.”

But it is systematic, as well as patient, long-continued labor that is required to accomplish the best results in teaching. No matter how patiently a teacher labors, or how long the labor is continued, if the teaching is not based upon a previously arranged plan founded upon philosophical principles, and is not pursued upon the same plan, the desired result will not be accomplished. It is therefore evident that preparation for the work is as essential to success in teaching as in any other profession or occupation.

Not only should a teacher, by study, qualify himself in all the branches of learning in which he proposes to give instruction, but he should improve every opportunity of acquiring knowledge of the every-day affairs and business transactions of life. It is a lack of knowledge of this kind on the part of teachers, that causes so much of the valuable time of the pupils to be wasted in studies that neither discipline the mind to correct habits of study and investigation, nor have a practical bearing upon the concerns of business life.

The time was when a teacher who possessed a fair knowledge of the branches of study pursued in common schools, considered

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himself, and was considered by others, well qualified for the responsible position of teacher. But this is no longer the case. The teacher who wishes to keep pace with the progress of the times in the Educational world, must make himself familiar with the philosophy of mind, that he may fully understand the natural order of intellectual development. He must also acquaint himself with systems of education, and the best and most approved methods of imparting instruction.

If there is any one fault more common than another, or more frequently to be found in schools than all others—any one evil that more than all others needs to be banished from schools—it is, that of permitting a pupil to leave any subject of study, before he has thoroughly mastered it, so thoroughly that the principles become his own for future use. Teachers of little experience are apt to consider the amount of matter passed over by their classes in a given time, as the measure of their success in imparting instruction. But in this they are mistaken. Their true standard is to be determined, not by the number of pages their pupils have passed during a term, but by their thoroughness in the subjects which they have studied. Make a pupil thorough in whatever he attempts, and he acquires mental strength and vigor that will enable him to master, without the aid of a teacher, those other portions of his studies that he would fail to comprehend even with the aid of a teacher, if he had not previously been made thorough in the elementary principles of the subject. “Not how much but how well,” should be the governing rule of instruction.

It is quite as important that pupils be taught how to study, as that they be instructed in particular subjects or branches of study. They should be so instructed in methods of study as to be able to continue a course of reading and investigation with profit, after they leave school. This can be done only by giving them correct habits of thought and logical methods of analysis. Give them these, and they will acquire habits of self-reliance more valuable to them in after life, than all the knowledge they will acquire of books while at school.

In his efforts to be thorough, the teacher must not lose sight of the well established fact that the greatest amount of talking to a class is not always the greatest amount of instruction; but that, on

the contrary, it often results in a want of thoroughness in the subject under consideration, and a want of mental power in the pupil to grasp and master new subjects and principles. Many teachers talk too much. They mistake the desire they feel to tell the class what they know about the lesson or subject, for the true spirit of teaching. "Pouring in" facts by the page, till the mind is full to confusion,—for the mind, like the stomach, will receive only a given amount of mental food at a time, which must be digested before more can profitably be taken,—is in no sense thorough teaching. Pupils do not need to be instructed in what they already know; but they do need to be assisted to discover how to overcome the obstacles they encounter in studying their lessons. Therefore in imparting instruction, teachers should "Talk to the point," remembering that "Plain statements oft repeated" will do more towards securing thorough scholarship, than can ever be secured by confusing the mind of the learner with a great amount of talking and a diffuseness of ideas.

Every lesson should be studied by the teacher as well as by the class, that he may mark out the general course he intends to pursue in conducting the recitation, and in giving the instruction that may be required by the pupils. He should make notes of leading points in the lesson, and of the illustrations and references he intends to make use of. This course will enable him to dispense with the use of a text-book at recitation, and to inspire his pupils with life and enthusiasm, which he can not do when confined to a text-book. That teacher who is obliged to keep a text-book open before him, with finger pointing to "the place," is yet far from having attained that standard of thoroughness which is beginning to be required in first class schools. Freedom from text-book at recitation should be striven for by every teacher.

"But" say our readers, "how is thoroughness to be attained?"  
We answer;

1. By employing teachers who are well qualified in the subjects of study and the methods of presenting them to others;
2. By thorough classification in school;
3. By insisting upon regular and correct habits of study;
4. By reviewing lessons in advance of recitations;
5. By independence of books at recitation;

6. By assisting pupils only when they need assistance ;
7. By showing the practical application that may be made of the knowledge acquired at school ;
8. By being earnest and yet patient ;
9. By using familiar illustrations, explanations, and applications, to reach the comprehension of the different minds in the class ;
10. By fixing every point before learning it ;
11. By never letting pupils get discouraged ;
12. By frequent reviews, requiring them in the form of abstracts or synopses written by the pupils whenever the subjects will admit of it.

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#### **The Imagination.**

The beautiful faculty of the imagination, when it has been properly trained, is a perpetual well-spring of delight to the soul; but, when foully or improperly trained, is a source of constant uneasiness. Its functions are mixed up with all our joys and our miseries. The words Fancy and Imagination are often used as if they meant the same thing. Fancy is the painter of the soul. Imagination has an ampler mission, and does more than mirror outside objects to the soul. It takes up the conceptions we have formed, and improves on them; arranges them in novel combinations; and, from the exact delineation or portrait of things transmitted through the senses and retained by memory, it works up new ideas. Imagination is the poet of the soul.

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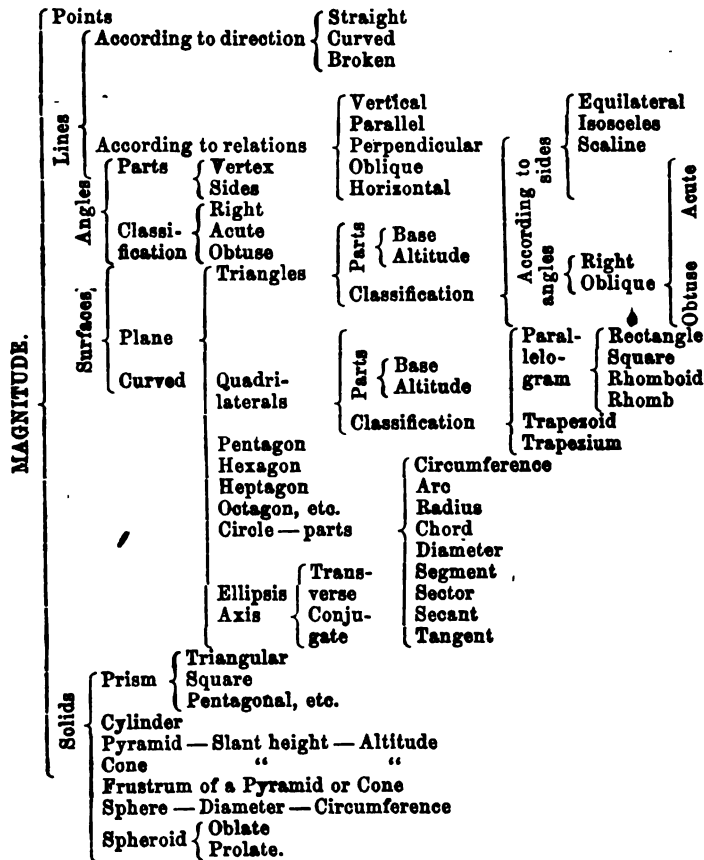
#### **Magnitude and Mensuration.**

Knowledge to be available must be arranged and classified. The different parts of any given branch of science, as presented in the text-book, do not usually present themselves to the learner in their true relations; each statement appears as an unrelated fact.

Though each lesson may have been well recited, the pupil has failed to get any clear conception of the limits of the subject or of the different topics which it includes. To present the outlines of a subject to the eye, and through the eye to the mind, I have found schedules of great value. When correctly prepared they present at a single glance the different topics, their relation and classification. By causing pupils to produce these schedules for themselves, they

form habits of arranging and classifying their knowledge—habits without which no great excellence can be attained. Such schedules also appear to be the only true basis of a topical recitation.

The schedule here presented exhibits only those points usually brought out in our common arithmetics. It is neither full nor perfect, but it illustrates my meaning. In a topical recitation by this schedule the method of measuring should be given immediately after the definition of the form requiring measurement. It should be remembered, however, that no topical recitation should be attempted till the pupil is familiar with all the things classified—first, things, then relations.





**Language: How shall our Pupils learn to use it correctly.**


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 BY AURORA H. TURNER.
 

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What is language? Webster's definition is lengthy, but it is satisfactory and to the point. He defines it to be: 1. *Human speech; the expression of ideas by words or significant articulate sounds, for the communication of thoughts. Language consists in the oral utterance of sounds, which usage has made the representatives of ideas. When two or more persons customarily annex the same sounds to the same ideas, the expression of these sounds by one person communicates his ideas to another. This is the primary sense of language, the use of which is to communicate the thoughts of one person to another through the organs of hearing. Articulate sounds are represented by letters, marks, or characters, which form words. Hence, language consists also in words duly arranged in sentences, written, printed, or engraved, and exhibited to the eye.*

This precious gift is from the Creator. By it, we contribute immensely, either to the happiness or misery of others; and in so using it, render ourselves happier, or more miserable. A cutting sarcasm works mischief untold upon the sensitive spirit, while a kindly disposition manifests itself in loving, cheering words, the influence of which goes far to encourage the weak and desponding. Language enlivens the social circle, cements friendships, and enhances the pleasure of home. How animated the countenances of that little group, among whom, one stands, long absent, but now returned to tell of past adventures and hair-breadth escapes. Through the medium of language he is enabled to afford so much gratification, and to this he is indebted for the expressions of interest and affection which he receives. The infant's prattle is an additional link to the chain which binds parent and child so closely; as, also, Heaven is brought nearer, and a re-union more certain, by the parting words of departed friends. Christianity imposes upon man the right use of this divine trust, for we are to be held accountable for every idle word.

The lower animals have their language, also; each species, its own.

How gentle the cooing of doves;—and at nightfall, as the twilight shadows deepen, the traveler through the lonely woods, hastens onward, knowing by the distant roar of beasts of prey, that as night advances, his dangers will multiply; and happy he, when safe within his own abode.

Again, Webster says: “*Any manner of expressing thoughts.*” This expression is somewhat ambiguous, and will allow a liberal construction. In this connection, he speaks of the language of the eye. Who doubts it? Words without soul are meaningless; and there are expressions made by the eye and by actions more emphatic than words. A deep sympathy is fully expressed in those two simple words:—“Jesus wept”—but the act of weeping expressed the sympathy more fully still. Flowers talk to us by the wayside, and pouting lips say kiss, before they have learned to talk.

Sometimes, as Talleyrand has it:—“*Language is the art of concealing the thoughts.*”—Masks are not fitted for ordinary life, and should be thrown aside. Passing from this view of the subject, we arrive at another.

*Objects with which we hold converse through the power of association.* In front of the State House in Boston, stands a statue of Daniel Webster. The majestic form is there, and the noble forehead; and the passer-by will pause to gaze upon it;—and after the lapse of years, this bronzed block calls back in thunder tones, the patriotic sentiment so nobly uttered:—“*Liberty and Union — one and inseparable — now and forever.*” Gentle breezes from the bay come laughingly to caress him, then hie away, whispering, to play hide-and-seek amid the leaves of the old elm trees on Boston common. Bunker-hill monument brings vividly before us the severe struggle of Revolutionary times; and, from the memory of the lamented Warren, and others who fell, fighting for liberty, we turn, alas! to our own fire-sides. The vacant chair and silent hearth-stone speak more audibly than words, the absence of the loved one, and bear record of him who sacrificed his life in our recent struggle for liberty and the right. Again, the still, small voice which comes to many so frequently, and, as a welcome guest, lightens earth’s cares, is the voice of the Almighty, which promises to the faithful and true, a glorious immortality.

*How shall our pupils learn to use correct language?* Were this question addressed to mothers, how delightful would be my task. That she should be the model, all will agree. The young imitator

copies her expressions first, and if they are correct and elegant, surely the little bark has been launched upon a placid sea. It is her privilege, and should be her pleasure, to aid the child, from the earliest lisping of infancy, in forming a habit of correct expression. Outside influences and associations may embarrass her, but her discouragement need be but temporary; her final success is sure.

The children of cultivated parents reveal at an early age the advantages they enjoy in this respect, over their less fortunate mates; and bright and glorious will be the day, when civilization shall be thrown so thoroughly broadcast over all the earth, that the masses, being rightly educated in youth, shall use correct language themselves, and thus save the teacher of that period, this most discouraging part of our work. Till then, let us take heart, and try to do for parents what many are incapable of doing themselves, or, being indifferent to the importance of right training in this matter, are constantly undoing for us.

Children will not rise in the correctness of their conversation above their associations. Birds, whose wings are clipped, fly with difficulty, and never so high as their more favored companions. Here, the mother's labor of love comes in. She should be on the alert to notice and correct the child's errors, however simple they may be, and choose for its associates, not necessarily from the wealthy, but from among those who, by their conversation, prove themselves to be of refined parentage. How rough and ungainly seem the surroundings of poverty to the child of affluence. How can it be otherwise? Architecture lends its aid to educate the eye in form; ornaments and paintings develop the idea of color, while music cultivates the ear and refines the soul. And language, correctly spoken, becomes at once, the child's habitual method of expression.

What then is the teacher's province? It is to give the pupil an understanding of the grammatical construction of our language. So far, all is right. Receiving this baptism, he plunges into the waters of practical, every-day life. Struggling amid the waves of the great ocean of incorrect expressions, he manages to keep his head above water, unless some devouring shark, whose embodiment represents the difficulty of overcoming the habits of a false, early education, comes along, and finishes him most thoroughly. Discouraging as this view of the subject is, we find it less so in propor-

tion as the pupil receives from home and friends, the aid which will buoy him up to high-water-mark.

A lovely face and form are prepossessing; but if with these, is combined the use of faulty expressions, we are disappointed. The habitual use of correct language implies a cultivated mind, and lends an additional charm to social enjoyment.

True democracy is struggling herè, and will be victorious; and the aristocracies of the old world, and of the new, who monopolize wealth and learning, will give place to the enlightened masses, who are coming up to usher in the millennial dawn. Ignorance, and its companion, vice, will flee away. Education will eradicate false and incorrect expressions, and language will express not only correctly, but kindly and lovingly, the "abundance of the heart."

Syracuse.

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**My Ships.**

BY J. W. BARKER.

I have ships that went to sea,  
Years ago, years ago,  
With what tidings I could learn,  
I've been waiting their return,  
While the homeward gales to me  
Never blow, never blow.

In the distance they are seen,  
On the deep, on the deep,  
Plowing thro' the swelling tide,  
With the dim stars for a guide,  
But the angry waves between,  
Never sleep, never sleep.

There are breakers setting in  
For the shore, for the shore,  
And it may be, in their frown,  
That my ships will all go down,  
With their precious freight within,  
Evermore, evermore.

There is little cheer for me,  
Waiting so, waiting so,  
Waiting through the starless night,  
For the coming of the light,

*Teach the Children to Sing.*

For my ships that went to sea,  
Years ago, years ago.

I've a ship that went to sea,  
Long ago, long ago,  
And the gallant little craft,  
Beat the tempest fore and aft,  
And the homeward gales to me,  
Ever blow, ever blow.

Lone and weary have I been,  
Who can tell, who can tell  
All the anguish of the soul,  
While the billows round me roll,  
'Till my ship comes sailing in,  
Freighted well, freighted well ?

Then I'll keep my little craft  
Sailing on, sailing on,  
For I know she'll bear me o'er,  
Far beyond the billows roar,  
With her cargo all secure,  
To MY HOME, TO MY HOME.

Buffalo.

**Teach the Children to Sing.**

The benefits attending the study of geography and history, English reading and grammar, are seen and admitted by all intelligent people. The utility of mathematics and philosophy, and the ancient and modern languages, is quite generally understood and conceded. But what are the claims of music as a regular branch of education? Is there any cogent reason why—to say nothing at present about instrumental music—children should not be *universally* taught to sing? Upon this interesting as well as important question we have a few words to say.

1. Music is a *science*, as well as an art. Johnson gives it a place among the seven liberal branches of knowledge. The abstract and speculative principles upon which it depends have been fully and plainly elucidated, and satisfactorily tested in practice. From the Bible, and Grecian classics, and Egyptian antiquities, we learn that music was a science in very ancient times. No doubt it was then in

a very crude and imperfect state. But the first elementary principles were then understood; and since that it has progressed, until now it is developed as a most beautiful branch of knowledge. As such it should be taught, and no person's education is complete who is not acquainted with its fundamental principles.

And here, we remark, is a great defect. While in our public, and many of our private schools, music is taught as an art, it is not usually taught as a *science*. Perhaps a few lessons are given upon the first rudiments, but for the most part, children in this country are only taught to sing by rote. They hear the melody, and easily catch it; and if they have a good ear, and ordinary musical talent, they may put in the subordinate parts, and complete the harmony. If, in this loose way, they learn to sing, how much more proficient they would become if early inducted in this beautiful science!

2. *Every child, except the unfortunate mute, is endowed with musical powers.* He or she has a voice, and that voice is capable of making different intonations. It can make high sounds and low sounds, hard sounds and smooth sounds. It can indicate anger and joy, hatred and love. And it is reasonable to suppose, that the child that can talk and shout, laugh and cry, can also if properly instructed, learn to sing.

Nor is this a mere theory or supposition. In certain parts of Germany as great care is observed in teaching children to read music, as to read writing or printing, and lack of natural ability for the one performance is no more complained of than for the other. And in our own country, distinguished musicians, like Professor Hastings, declare that they have never met with a person, young or old, who, if he had a voice, could not learn to sing.

No doubt, some have a greater talent, and are more likely to become proficient in the science, than are others. So it is in all departments of learning. But he who has but one talent should not be permitted to bury it,—he should be taught to use it. Every child who can articulate, can, with some pains, learn to sing—to sing correctly if not beautifully. His wise and beneficent Creator means that he shall sing, or He would not have thus endowed him. And if we do not teach our children to glorify their Maker in noble song, the warbling birds and bleating flocks will re-

proach us and them, and the choirs of heaven will look down in pity and astonishment.

3. Music has ever been regarded as *a great and innocent amusement*. It is such to those who listen, but still more to those who participate intelligently and correctly in the song. It not only affords relaxation for the weary mind, but likewise relief for the burdened spirit. It re-assures the desponding, elevates the down-cast, cheers the drooping. It acts like an angel of mercy to the mourner. The heart that is almost broken with sorrow is comforted as it listens to the sweet and plaintive melody; and if the voice can be controlled so as to join in the strain, how great and indescribable is the relief! The gentle Kirke White well said:

“Oh, surely melody from heaven was sent  
To cheer the soul, when tired of human strife;  
To soothe the wayward heart by sorrow rent,  
And soften down the rugged road of life.

4. But music does more. *It exerts a most salutary influence upon human character and conduct.*

It soothes the passions. When a tempest rages in the soul, and conflicting waves leap furiously, one upon another, the soft strain of melody, as it approaches, and is more distinctly heard, subdues the storm, and at once there is a great calm.

Music operates favorably upon the affections. Every thing like asperity it removes. The mind, which naturally inclines to indifference, it fills with generous emotions. It renders pliable the feelings. It dispels selfishness and promotes benevolence; and thus its influence is in the highest degree ennobling.

Mark its effect also upon the taste—how refining! Upon the energies—how animating! It frowns upon all that is low and grovelling—upon all that is dull and stupid; and produces lofty aspirations and lively movements.

Upon these and other points we might dwell at considerable length, but our object is not to write a lengthy and elaborate article. We simply wish to suggest to professors and teachers, and trustees, throughout our land, the importance of a more thorough and complete instruction of this great and delightful science. We hope to see the day when it will be placed beside grammar, arithmetic, and geography, and be taught efficiently in all our schools.—*Am. Ed. Monthly.*

**Programme of Daily School Exercises.**

What are the advantages of a programme of daily exercises, allowing a definite amount of time to each exercise? What are some of the difficulties encountered in arranging such a programme for an ungraded school? Why is it better to divide the school into three or more *grades*, and arrange the programme for each grade. What is the advantage of a study table in which the work of the pupils at their desks is marked out and directed? What is your plan of regulating the study of your pupils? How would you provide for oral instruction, slate exercises, etc., in your daily programme? —*Questions on the Theory and Practice of Teaching.*

In compliance with the request of a number of our readers, we submit what we regard a practical answer to the questions above, selected from the series officially recommended to boards of examiners.

The multiplicity of the duties which make up the day's labor of the teacher renders it necessary that these duties be reduced to as complete a system as possible. System lengthens the teacher's hours. It enables him to pass from one duty to another without unnecessary waste of time, and to give to each the relative attention which its importance demands. But there can be no system in the school-room without the proper division of the teacher's time. He must not only know the order of his duties, but also the amount of time that can be devoted to each. This will enable him to use each moment to the greatest possible advantage. But the advantages of a definite programme of school duties are not confined to the teacher. Such a programme aids the pupils in the preparation of their lessons, and promotes diligence and good order. To this end it should not only prescribe the time and order of the recitations, but it should regulate the work of the pupils at their desks. In other words, it should include a *study table* as well as an order of recitations, and the whole should present a plan of school work so simple that it may be easily carried out by the teacher.

In arranging such a programme for an ungraded school, the teacher will, however, meet with serious practical difficulties. The multiplicity of the recitations and exercises to be provided for



renders it exceedingly difficult to allow to each a definite amount of time. The sub-divisions are too small to be easily marked, even when the school is supplied with a clock. It is true that this difficulty is heightened in many schools by an unnecessary number of classes. But when the teacher has properly classified his pupils he will still find it difficult thus to "time" his recitations.

This difficulty may be overcome, in a good degree, by dividing the school into three *grades*, and allowing a definite amount of time to the exercises and study of each grade. Grade A may include, for example, all pupils in written arithmetic or above the Fourth Reader; Grade B all pupils in the Third and Fourth readers, and Grade C all pupils below the Third reader. This gives a general idea of what is meant by three grades of pupils. Each grade, may and usually will, contain two or more classes in each branch of study. This arrangement will also classify the pupils for oral instruction and general exercises—a matter of great practical importance.

With a view of aiding inexperienced teachers in preparing a programme of school work upon this plan, we submit the following

RECITATION AND STUDY TABLE.

	GRADE A.	GRADE B.	GRADE C.
To 9 : 10.	Calling Roll and Devotional Exercises.		
" 9 : 30.	<i>Arithmetic.</i>	Mental Arithmetic.	Numbers.
" 9 : 50.	Spelling.	<i>Mental Arithmetic.</i>	Spelling.
" 10 : 10.	Do.	Spelling.	<i>Spelling and Numbers.</i>
" 10 : 20.	<i>Spelling.</i>	Do.	Reading.
" 10 : 30.	Written Exercises.	<i>Spelling,</i>	Do.
" 10 : 40.	Recess for the whole School.		
" 11 : 00.	Geography.	Reading.	<i>Reading.</i>
" 11 : 20.	Do.	<i>Reading.</i>	Sentence-making.
" 11 : 30.	Do.	Sentence-making.	<i>Oral Lessons.</i>
" 12 : 00.	<i>Geography.</i>	(Grades B and C dismissed at 11:30.)	
AFTERNOON.			
To 1 : 40.	Calling Roll, etc.		
" 2 : 00.	<i>Reading.</i>	Reading.	Printing.
" 2 : 20.	Written Exercises.	<i>Reading.</i>	Reading.
" 2 : 40.	<i>Writing.</i>	<i>Writing.</i>	<i>Writing or Printing.</i>
" 3 : 00.	Do.	Drawing.	<i>Reading.</i>
" 3 : 10.	Recess for the whole School.		
" 3 : 30.	English Grammar.	<i>Oral Lessons.</i>	Spelling.
" 3 : 45.	Do.	Spelling.	<i>Spelling.</i>
" 4 : 00.	Do.	<i>Spelling.</i>	Drawing.
" 4 : 30.	<i>English Grammar.</i>	(Grades B and C dismissed at 4:00.)	

The words in italics in the above programme indicate the order

of recitations, and the words in Roman the lessons to be studied or the work to be done by the pupils at their desks. While, for example, the different classes in grade A are reciting their lessons in arithmetic, the classes in grade B are preparing their lessons in mental arithmetic, and the classes in grade C are learning to count small numbers or to add the smaller digits by means of marks upon the slate, kernels of corn, or other objects. The number of classes in arithmetic in grade A will determine the amount of time that can be devoted to *each class*. The programme only regulates the time to be devoted to each grade. At the close of the twenty minutes, the classes in grade B are called, and the pupils in grades A and C, commence preparing their spelling lessons, the latter by printing the words upon their slates.

The advantages of such a programme are evident. It divides the teacher's time into intervals of sufficient length to be easily marked by reference to a time-piece—a clock being preferable for the purpose. It affords the smaller pupils the necessary variety and change of employment, and enables the teacher to see, at a glance, that the proper duty is receiving attention. By appointing a monitor in each of the lower grades to distribute and collect the slates, the teacher may, with little trouble, examine every slate exercise of his little pupils in drawing, printing or writing, sentence-making, etc.—exercises that should receive early and constant attention.

The "oral lessons" of grades B and C may include lessons in direction, home geography, number, color, form, qualities of familiar objects, etc. The exercises in "sentence-making" should receive careful attention with a view of preparing the pupil, at an early age, to write a neat and creditable letter. The pupils in grade A may prepare their written exercises in the forenoon and copy the same in the afternoon.

No mention is made in the table of moral lessons, physical exercises, and music. Singing may be made a part of the opening exercises of the school, forenoon and afternoon. A half hour each week may also be set apart for an additional exercise. Moral instruction may be imparted as a regular exercise once or twice a week, and also *whenever a fit opportunity occurs*. Brief physical exercises should occur at the close of each hour not broken by a recess, and one or two regular exercises each week may be provided

for. The teacher's weekly programme, if not his daily, should present a complete and harmonious system of instruction and discipline.

The above programme, though more specially adapted to ungraded country schools, may be suggestive to primary teachers in towns and cities. In many of our graded schools too little attention is paid to the study of pupils—their desk or seat work. Every twenty minutes should bring a change of employment to young pupils.— *Ohio Ed. Monthly.*

### The Judgment Hymn.

The following beautiful hymn is supposed to have been composed by a monk who lived in the thirteenth century. It is a fine example of a class of poetry, which combines the smoothness of rhyme, with the gravity of Latin verse.

1.	1.
Dies iræ, dies illa Solvat sæclum in favillâ, Teste David cum Sibyllâ.	Day of wrath, that day of burning, Seer and Sibyl speak concerning, All the world to ashes turning.
2.	2.
Quantus tremor est futurus, Quando Judex est venturus, Cuncta strictè discussurus!	Oh, what fear shall it engender, When the Judge shall come in splendor, Strict to mark and just to render!
3.	3.
Tuba mirum spargens sonum Per sepulchra regionum, Coget omnes ante thronum.	Trumpet, scattering sounds of wonder, Rending sepulchres asunder, Shall resistless summons thunder.
4.	4.
Mors stupebit, et natura, Quum resurget creatura Judicanti responsura.	All aghast then Death shall shiver, And great Nature's frame shall quiver, When the graves their dead deliver.
5.	5.
Liber scriptus proferetur, In quo totum continetur, De quo mundus judicetur.	Book, where actions are recorded, All the ages have afforded, Shall be brought and dooms awarded.
6.	6.
Judex ergo quum sedebit, Quidquid latet apparebit, Nil inultum remanebit.	When shall sit the Judge unerring, He'll unfold all here occurring, No just vengeance then deferring.

7.	7.
Quod sum miser tunc dicturus, Quem patronum rogaturus, Quum vix justus sit securus ?	What shall <i>I</i> say, that time pending, Ask what advocate's befriending, When the just man needs defending ?
8.	8.
Rex tremendæ majestatis, Qui salvandos salvas gratis, Salva me, fons pietatis !	Dreadful King, all power possessing, Saving freely those confessing, Save thou me, O Fount of Blessing !
9.	9.
Recordare, Jesu pie, Quod sum causa tuæ viæ, Ne me purdas illâ die !	Think, O Jesus, for what reason Thou didst bear earth's spite and treason, Nor me lose in that dread season !
10.	10.
Quærens me sedisti lassus, Redemisti crucem passus : Tantus labor non sit cassus !	Seeking me Thy worn feet hasted, On the cross Thy soul death tasted ; Let such travail not be wasted !
11.	11.
Iuste Judex ultionis, Donum fac remissionis, Ante diem rationis !	Righteous Judge of retribution ! Make me gift of absolution, Ere that day of execution !
12.	12.
Ingemisco tanquam reus, Culpâ rubet vultus meus : Supplicanti parce, Deus !	Culprit-like, I plead, heart-broken, On my cheek shame's crimson taken : Let the pardoning word be spoken !
13.	13.
Qui Mariam absolvisti, Et latronem exaudisti, Mihi quoque spem dedisti.	Thou, Mary who gav'st remission, Heard'st the dying Thief's petition, Cher'st with hope my lost condition.
14.	14.
Præces meæ non sunt dignæ, Sed tu, bonus fac benignè, Ne perenni cremer igne !	Though my prayers be void of merit, What is needful, Thou confer it, Lest I endless fire inherit !
15.	15.
Inter oves locum præsta, Et ab hædis me sequestra, Statuens in parte dextrâ !	Be there, Lord, my place decided With Thy sheep, from goats divided, Kindly to Thy right hand guided !
16.	16.
Confutatis maledictis, Flammis acerbis addictis, Voca me cum benedictis !	When th' accursed away are driven, To eternal burnings given, Call me with the blessed to heaven !

17.

Oro supplex, et acclinis,  
Cor contritum quasi cinis,  
Gere curam mei finis!

17.

I beseech Thee, prostrate lying,  
Heart as ashes, contrite, sighing,  
Care for me when I am dying!

18.

Lachrymosa dies illa,  
Qua resurget in favillá,  
Judicandus homo reus:  
Huic ergo parce, Deus!

18.

Day of tears and late repentance  
Man shall rise to hear his sentence:  
Him, the child of guilt and error,  
Spare, Lord, in that hour of terror!

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**Lake Superior.**

In the northern part of Minnesota is the greatest elevation of what geologists denominate the eastern water-shed of our continent; lying almost exactly in the centre of North America, here the streams that flow to the north, east and south, find their source. Lake Superior, that joins this section on the east, is the chief of those magnificent lakes that empty from one another into the St. Lawrence, and finally wash the coast of Labrador.

Lake Superior, with a surface of six hundred feet above, and a bottom three hundred feet below the level of the sea, stretches out, in vastness and splendor, five hundred miles long by nearly two hundred broad, and holds in its bosom, islands that would make respectable kingdoms in the old world. On the southern shore its sandstone rocks are worn, by the waves and storms, into fantastic shapes, imitative of ancient castles or modern vessels, or are hollowed out into deep caverns; on the north the bolder shore rises into rugged mountains, whose face has been seamed by the moving ice-drifts of former ages. In the country bordering upon the south, are located inexhaustible mines of copper and iron, of immense value; and along the northern coast are found agates and precious stones.

A hundred streams pour their contents into the great lake, which, from its enormous size and depth, retaining the temperature of winter through the summer months, empties its clear, cold, transparent waters into the river Ste. Marie. Not producing a large variety of fish, those that dwell in its bosom are the finest of their species.

## Resident Editor's Department.

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### NEW YORK STATE TEACHERS' ASSOCIATION.

#### TWENTY-FIRST MEETING.

CHANGE OF TIME.—We present herewith a partially arranged programme of the exercises for the Annual Meeting to be held at Geneva, commencing July 31, 1866.

It was found necessary by the Board of Officers to change the time of meeting, so as not to conflict with other bodies, and it is believed that this action will be received with general favor.

Circulars will be issued in due time, and a full scheme will be published in July number of the *TEACHER*.

*Tuesday, July 31.* At 4 o'clock P. M.—Organization, &c.

At 4½ o'clock.—President's Inaugural Address.

At 7½ o'clock P. M.—Report of Standing Committee on Condition of Education.

Address on \_\_\_\_\_ by Wm. C. Wisner, D.D., of Lockport.

*Wednesday, August 1.* At 9 o'clock A. M.—Report on Curriculum of studies for Common Schools. Discussion of the Subject.

At 10 o'clock.—Report on Amendments to the Constitution providing for Auxiliary Associations.

At 11 o'clock.—Lecture by John H. French, LL.D., of Albany, on The Geography of the State of New York.

Miscellaneous business.

At 2½ o'clock.—Report on English Language and Literature. Discussion of the subject.

At 3½ o'clock.—A Paper upon the Importance of the Study of the Natural Sciences, by Prof. Williams, followed by discussion of the subject.

At 4½ o'clock.—Report on "The appointment of a State Board of Examiners to issue higher grade of certificates to professional teachers."

At 7½ o'clock.—Address by Rev. L. Merrill Miller, D.D., of Ogdensburgh. Poem by Miss Mary A. Ripley of Albany.

*Thursday, August 2.* At 9 o'clock.—Appointment of nominating committees.

A paper on \_\_\_\_\_ by B. M. Reynolds of Lockport. Report upon Improved methods in Education.

Remarks upon "The Functions of the Normal School," by Messrs. Kiddle and Arey.

At 11½ o'clock.—Poem by Rev. A. T. Pierson of Waterford.

At 2½ o'clock P. M.—Reports of officers. Report of committee on time and place of next meeting.

At 3 o'clock.—Address

At 4 o'clock.—Election of officers.

At 7 o'clock P. M.—Miscellaneous business. Report of Committee on Resolutions, etc.

A Business Meeting of the officers and committee of arrangements will be held at 2 o'clock P. M. of Tuesday.

Fare at the hotels will be reduced. Ladies attending the meeting will be entertained by the citizens of Geneva.

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*MISCELLANY.*

THE STATE ASSOCIATION OF SCHOOL COMMISSIONERS and City Superintendents will meet at Geneva, on Monday July 30—the day preceding the Annual Meeting of the Teachers' Association. Fuller notice hereafter.

THE UNIVERSITY CONVOCATION OF THE STATE OF NEW YORK will celebrate its third anniversary by a meeting at the Capitol in Albany, commencing August 7, and continuing three days. The Secretary, Dr. Woolworth, is preparing an interesting programme of exercises.

THE NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet at Indianapolis, Ind., the 18th day of August next.

AMERICAN INSTITUTE OF INSTRUCTION.—The annual meeting of this body will be held at Burlington, Vt., commencing August 7.

THE NATIONAL TEACHERS' ASSOCIATION will hold its annual meeting in Indianapolis, Ind., commencing August 15. Fuller particulars in our next.

THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION will hold its annual session at Gettysburg, commencing July 31, and continuing in session three days.

THE INDIANA NORMAL SCHOOL is a fixed fact, at last. It only remains to locate it. It is said that Terre Haute bids \$50,000, the amount required by law.

THE KANSAS EDUCATIONAL JOURNAL is sent to every school district in the State.

THE SHEFFIELD SCIENTIFIC SCHOOL at New Haven, has received a new impetus. Mr. Joseph E. Sheffield, the founder, whose original donation was \$100,000, has recently expended \$40,000 more. The building has been enlarged and improved, and a new telescope is to be mounted. It participates in the U. S. land grant.

NEW THEORY OF THE EARTH.—Mr. John Calvin Moss, of England, propounds a theory that the interior of the earth may be composed of gold or platinum. He urges that, in the process of cooling the dense mass would sink toward the center, and that the average density of the earth being from

4.95 to 6.46, whilst that of the rocks composing its crust is not more than 2.5, it needs that we assign a high specific gravity to some of the substances in its interior. Gold, platinum and some precious stones alone, he says satisfy the conditions. "One fifth of the earth may be composed of gold and platinum. \* \* \* Certainly no safer place of deposit could be found than the heart of the earth."

**SATURN'S RINGS.**—The London *Spectator* says: A new English astronomer, Mr. R. Proctor of St. John's College, Cambridge, who has just published an elaborate book on the planet Saturn, believes Saturn's rings not to be continuous bodies, either solid or fluid, but a multitude of loose planets, grouped like a bead necklace round his equatorial regions, just as if we were furnished not with one moon, but as many moons as would span the whole earth. Mr. Proctor asserts that this hypothesis explains more completely the whole phenomena of the case than any other. This supposition somehow gives a larger idea of the opulence of the universe in worlds than any other known fact. To have such a multitude of little worlds strung close together round one planet, produces (illogically enough) a more vivid impression on the mind, than many times the same number of fixed stars distributed over the infinitude of space.

**THE CHARITIES OF THE WAR.**—A careful statement made of the amount contributed by the people of the loyal states for philanthropic purposes connected with the war, not including the donations for religious or educational objects, gives the following noble record. The total contributions from states, counties, and towns, for the aid and relief of soldiers, amounted to \$187,209,608.62; the contributions of associations and individuals for the care and comfort of soldiers were \$24,044,865.96; for sufferers abroad, \$380,040.74; for sufferers by the riots of July, for freedmen and white refugees, \$639,638.13: making a grand total, exclusive of expenditures of the government, of \$212,274,248.45.

**QUEENS OF FRANCE.**—France has had 67 queens. Miserable lives they led. Eleven were divorced. Two executed. Nine died young. Seven were widowed early. Three cruelly treated. Three exiled. The rest were either poisoned or died broken hearted.

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*PERSONAL.*

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**MISS HARRIET N. MARSHALL.**—The Conn. *Common School Journal* says of this lady, who has accepted the position of preceptress in the Elmira Free Academy: "In this change, Connecticut loses one of her most accomplished teachers."

**C. HOLCOMBE, A. M.,** formerly of Troy, and more recently Prof. of Mathematics in the Connecticut Normal School, has been appointed Principal of Washington Avenue public school, Brooklyn, N. Y., at a salary of \$2,000, and has entered upon his duties. He has the reputation of being an accomplished scholar and successful teacher.



REV. DR. FISHER is reported to have resigned the Presidency of Hamilton College; and it is said that Professor Urson is spoken of as his probable successor.

MR. W. W. RAYMOND, formerly an associate editor of this Journal, and for many years a successful teacher has left the profession, with the ultimate design of taking orders in the Church. Success attend him.

DAVID N. CAMP, Principal of the Connecticut State Normal School has resigned. He is to go to Europe, in hope of improving his health, and to visit some of the educational institutions in Great Britain and on the Continent.

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INTELLIGENCE.—HOME.

THE SUFFOLK COUNTY TEACHERS' ASSOCIATION met at Riverhead, Wednesday, April 11, 1866, and was called to order by the President, Wm. H. Clark, Jr., of Sag-Harbor. Educational reports were received from S. T. Badgley, of Patchogue, C. T. Chester, of Shelter Island, Mr. Moore, of Orient Point, I. H. Gillette, of Brentwood, H. H. Benjamin, of Riverhead, Mr. Williamson, of Franklinville, E. F. Preston, of Patchogue, Miss Adelia Dains, of Blue Point, Mr. Hulse, of Bellport, and D. B. Beale, of Sayville.

Evening session 7½ p. m. Essay by Miss P. W. Pike, Subject, "Sowing and Reaping." Poem by C. T. Chester, Subject, "Putting on Airs." Lecture by Thomas Emmette, Esq., Subject, "More worlds than one." Adjourned.

Thursday Morning Session, 9½ a. m. I. H. Gillette, Esq., gave an explanation of his method of teaching Geography. S. T. Badgley opened the discussion, "Should Civil Government be taught in our public schools," and was followed in debate by C. T. Chester, H. H. Benjamin, E. F. Preston, and Commissioner Mount.

Afternoon Session, 2 p. m. Vice President H. H. Benjamin in the chair. The question of civil government was again resumed, and debated by Thomas Emmette, A. G. Merwin, and H. Markham, Editor of *Independent Press*. S. T. Badgley and Miss I. J. Penny, were appointed a Committee to procure subscriptions for the *NEW YORK TEACHER*. Essay by Miss A. E. Clark, Subject, "Humbugs."

A Discussion, "The prominent defects in our Text Books," was opened by A. G. Merwin and discussed by Commissioner Mount, A. V. Davis, C. T. Chester, B. Saxton, and H. H. Benjamin.

Evening Session, 7½ p. m. The Query Box was placed in charge of Commissioner Mount, and the questions answered by different members of the Association. Music by the Philharmonic Society of Riverhead. A contributed article to the *Radiator*, entitled "Woman's Mission," was read by the Editor, Thomas S. Mount, followed by music. Essay, Subject, "Long Island," was read by Miss Sarah A. Hallock. Music, and a Lecture from

E. F. Preston, Subject, "The History of Creation geologically considered." Critic's report, music, and adjournment.

Friday Morning Session, 9½ A. M. B. Saxton gave an explanation of the Gulf Stream. Discussion opened by Thomas Emmette, on "The prominent causes of failures in Teaching;" debated by A. G. Merwin, Editor Markman, Commissioner Mount, and E. F. Preston.

Afternoon Session, 2 P. M. "The best method of teaching Percentage," was presented by H. H. Benjamin, followed by a discussion by D. B. Beale, Subject, "The good morals of a community depend upon its intelligence," which was further debated by A. G. Merwin, and Commissioner Mount. A number of new members were received.

Evening Session, 7½ P. M. Music, followed by an Essay, Subject, "Love," read by A. V. Davis. Lecture by Commissioner Mount, Subject, "Law, its Nature and Tendencies." Comic song by W. Slade. Critic's Report, music and adjournment.

Saturday Morning, 9 A. M. President in the Chair. The Committee on resolutions reported a series which were adopted:

The following officers were elected: President, H. H. Benjamin, of Riverhead; 1st Vice President, L. Homer Hart, of Babylon; 2d Vice President, Miss Mary H. Jagger, of Westhampton; Corresponding Secretary, Thomas S. Mount, of Stony Brook; Recording Secretary, I. H. Gillette of Brentwood; Treasurer, S. T. Badgley, of Patchogue.

The newly elected President was conducted to the Chair, by S. T. Badgley, and made a brief address. On motion adjourned to meet in connection with the Teachers' Institute at its next session.

WM. H. CLARK, JR., President.

L. HOMER HART, Secretary.

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*INTELLIGENCE.—FOREIGN.*

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CALIFORNIA.—The April number of the *Teacher* is entirely taken up in the publication of the Revised School Law. We regret that our limits will not allow a full synopsis of this law; but we condense and give briefly the following particulars: It provides for:

A State Board of Education, to consist of the Governor, Superintendent of Public Instruction, Principal of the State Normal School, Superintendent of Public Schools of San Francisco, Superintendents of the counties of Sacramento, Santa Clara, San Joaquin, and two professional teachers, to be nominated by the Superintendent, and confirmed by the Board.

The Board have power to adopt a course of study, rules and regulations for the schools; prescribe books for libraries and text-books for the schools; grant diplomas, etc.

The Superintendent to be elected at special election for judicial officers,

and hold office for four years. The other duties of State Superintendent, and those of the Comptroller, State Treasurer, and County Treasurers, are similar to those imposed upon these officers in this State.

County Superintendents, elected by the people, hold office for two years. They may enforce proper repairs on school houses and out-buildings. Trustees shall require teachers to attend the county Teachers' Institute.

Union grammar schools may be established by concurrence of adjoining districts.

The powers of trustees are not so limited as in New York.

Schools are divided into three grades, and teachers must hold certificates corresponding.

Children under eight years of age, not to be kept in school more than four hours daily, and if the average age of the pupils is less than eight years, the session shall not exceed four hours.

Teachers report to County Superintendent on blanks prepared for that purpose.

Teachers to hold pupils accountable for conduct on the way to and from school, and to suspend pupils and report the same to trustees. On appeal the decision of the County Superintendent is final.

The State Superintendent is to subscribe for copies of a monthly Journal of Education [We congratulate you, Brethren of the California *Teacher*], to supply each County Superintendent, City Superintendent, District Clerk, and district school library.

There is to be annually a State Teachers' Institute, under the direction of the State Superintendent.

A State Board of Examiners grant professional certificates.

The State tax for schools is eight-tenths of a mill on each dollar of valuation. There is in addition an ample county tax, not less than \$3 for each child, nor more than 35 cents on each hundred dollars valuation. School districts may by vote raise additional tax.

Schools to be *free* five months, and rate bills may be assessed thereafter. But if the estimated State and county school moneys will not in the opinion of the trustees, sustain a free school five months, they shall [without vote of the district], levy a tax to make up the deficiency.

State and county funds are to be apportioned on the basis of the number of children between the ages of 5 and 15.

We believe this law wisely adapted to the State of California. Its provisions are liberal. It may and doubtless has defects, but, judging from the past of this new State, these will be removed as occasion demands. Some of its provisions we should like to see adopted in New York. Our readers will not fail to mark them.

**EDUCATIONAL MATTERS IN WISCONSIN.**—The following note from our Wisconsin correspondent will speak for itself.

MR. EDITOR: How are you all in the Empire State? In this far-off region, amid the bustle of this smart little capital, it has occurred to me that there is an older and more staid community of which I was once proud to consider myself a member, and a fraternity of teachers many of whom I remember with highest pleasure; and it has further occurred to me that to some of that band of my fellow-workers, a word or two relating to the educational affairs of this part of our country may not be wholly uninteresting.

We are progressing. The motto of this state is "Forward," and the schools and school system, more than anything else pertaining to the state, justify the use of this word on our escutcheon. The Report of Hon. J. G. McMynn, our efficient State Supt., submitted to the present session of the Legislature, is the most practical and perfect document of its kind that I have ever had the pleasure of reading. Its distinguishing characteristics and great accuracy and minuteness, and suggestions which render it a document valuable to both teachers and people. The plan of publishing the names of all teachers holding certificates, of the first grade inaugurated in the present Report, must, if persisted in, result in a laudable emulation on the part of teachers and a large increase in the number of the holders of this grade. Another commendable feature is the special mention of each Teachers' Institute with the most prominent matters, statistics and names of acting participants—reported in connection with it. And not the least conspicuous nor the least important part are the reports transmitted to the Department by the county superintendents. Many of the facts and suggestions contained in these render them well worthy of the place they occupy.

The present year will mark an era in the Normal School system of the state. The grants of public lands by the General Government have produced a fund sufficient to endow and support at the present time several schools in different parts of the state, and ultimately, it is thought, one in each Congressional Dist. At least three will be in operation before the close of the present year. The nearest approximation to a training school for teachers which this state has yet contained is the Normal Department of the State University; a department organized some three years since and now overflowing with students. No field was ever riper for the harvest, and now that the sickle is about to be thrust in, an abundant yield may be looked for. Effective as is our common school system; excellent as may be its results in our cities and villages — and the school of such localities have no superiors in our country — among the mass of teachers, the rank and file, there is a lamentable absence of the *esprit de corps* essential to the fullest success. Notwithstanding that the school edifices of every considerable village are creditable to their localities, and would be no less so to any similar ones in the whole country, log houses and repul-

sive unpainted wood structures predominate in the rural districts. All these defects, it is hoped, our Normal Schools will do much to remedy.

Agricultural education too is exciting attention, and the paramount interests of the culture of the soil may secure the institution of a school for farmers with less difficulty and delay than is experienced in older states where other pursuits are more extensively followed. The political as well as the educational men of influence are hastening forward the enterprise. Should their efforts avail there is strong probability that this institution will be an appendage to the State University located here.

The burdensome taxation incurred by the war has produced no diminution of the expenditures for school purposes. Aside from the public fund, the expenses of common schools are met wholly by taxation, and never has greater liberality been shown in assuming burdens of this character than in this state during the past year. Whatever sacrifices may be rendered necessary by the stringency of the times, little disposition is shown to curtail the educational privileges of the youth. And yet, with all the facilities we have, there is here, much of the same apathy, the same disregard of proffered opportunity that everywhere detracts from the beneficial results which the various systems of instruction are designed to effect. A large proportion of all the youth of the state refuse or neglect to avail themselves of the means of instruction placed within their reach, and made free of cost as the air they breathe. In this one fact our zealous educators see a subject requiring much attention; and this and kindred other evils, nowhere as yet remedied, and perhaps never to be wholly disposed of, present material for the labors and the vigilance of a long future. Yours, J.

*Madison, Wis., March 14, 1866.*

ИДАНО.—The first Annual Report of the Superintendent of Public Instruction, J. A. Chittenden, gives the number of children between four and twenty-one years of age, at 1,242. Number of school houses in the Territory, three. The Superintendent refers to the difficulties that must necessarily arise in laying the foundations of an efficient school system in a new country, just being reclaimed from the dominion of the savages; recommends the erection of school houses by district taxes; the increase of school funds; greater attention to the examination of teachers; a uniform system of text books; and dwells at length on the importance of vocal music, military drills, and gymnastics in public schools.—*Pa. Sch. Jour.*

BOSTON, Mass.—The School Board of Boston, Massachusetts, recently raised the salaries of the teachers of the public schools, to the following figures: Superintendent, \$4,000; Masters (Principals) of Latin, High and Normal Schools, \$3,500, Sub-masters, \$2,800, Ushers, \$2,000; Masters (Principals) of Grammar Schools, \$2,500, Sub-masters, \$2,000, Ushers, \$1,500; Music Teachers in Primary Schools, \$2,000; Gymnastic Teacher in all the schools, \$3,000; Female Teachers—Head Assistant in Normal School, \$1,000, Assistant, \$700: Head Assistant in Grammar Schools, \$700,

Assistants, \$600; Teachers in Primary \$450 first year, \$500 second year, \$550 third year, and \$600 fourth year. The schedule fixes the salaries of each of the male teachers for the first year, \$400 less than the above figures, \$100 being added yearly until the fifth year, when the maximum salary is reached.—*Pa. School Journal.*

OHIO.—In compliance with a resolution passed by the General Assembly of the State, E. E. White, Commissioner of the Common Schools, has made a Report upon the organization and results of the best Normal Schools in this country; and also the best plan of organizing one or more efficient Schools in this State. He visited the State Schools of New Jersey, Connecticut, Massachusetts, New York and Michigan. He also had interviews with Mr. Richards, Principal of the Illinois State Normal University, and Mr. Wickersham of the Pennsylvania Normal School at Millersville. In this country, Normal Schools are now established, under State direction and support, in sixteen States,—all the States that have maintained, for any considerable length of time, a free school system, except three, namely, New Hampshire, Vermont and Ohio.

He recommends that the organization and management of the entire Normal System, including the Normal School, the Normal Institutes, and the County Institutes, be entrusted to a Board of Trustees;—the Governor and Commissioner of Common Schools, as *ex officio* members, and three other persons to be appointed by the Governor. It is nearly thirty years since the Hon. Samuel Lewis, then State Superintendent of the Common Schools, submitted to the General Assembly of Ohio, a "Report on State Institutions for the training of Teachers and Others," in which he recommended the establishment of a State Institution for the professional training of teachers. Since then, Normal Schools have been established in sixteen States.—Ohio being outstripped by States that have not a tithe of her wealth or population.

The Twelfth Annual Report of the State Commissioner of Common Schools, E. E. White, Commissioner, states that the schools of Ohio have not only participated in the general progress of the country, but have also made special advancement. Number of schools in the State, 11,742.—Average number of weeks in session, in cities and towns, 25,78. Total number of teachers employed, 20,328. Number of youth between 5 and 21 years of age, 944,852; number of pupils enrolled in the schools, 702,552. Average number in daily attendance, 391,547. Statistics indicate, that the school-going years of city youth are from six to sixteen, and of country youth from five to eighteen. Truancy and absenteeism, he attributes to the "criminal indifference and neglect of parents, too many of whom have no just appreciation of the inestimable practical value of a good education to their children. Truancy is on the increase, and is of the deepest concern to every citizen. Depravity and rowdyism are at flood-tide, and

thousands of our youth are being swept into the surging sea of vice and crime. These victims of parental neglect and evil influences must be rescued from the perils of ignorance and vice which threatens their destruction. The rising tide of juvenile depravity must be stayed. All good influences and agencies must unite in the task. The State must interpose and by wise legislation secure to every child born within its borders, the boon of a practical and virtuous education." The retarding causes to a satisfactory progress of all the schools yet prevailing are: 1. A want of efficient supervision. 2. Inferior and inadequate High Schools. 3. Party spirit in school elections.—*Pa. School Journal.*

MASSACHUSETTS.—Nearly 90 per cent. of the children of school age are enrolled in the public schools, and the cost per scholar the past year has been \$7.23. The average wages of male teachers is about \$55 per month; of female teachers, \$22. The last very able and elaborate report of the Board of Education is said to be the work of John D. Philbuck, Esq., Superintendent of the Boston Schools, and a member of the State Board.

TENNESSEE.—Since the close of the war, the educational institutions of Nashville have been revived, and are now in active and effective operation.

COLORED NORMAL SCHOOL.—A Normal School for the training of colored teachers has been opened in New Orleans, under the direction of Mr. Mortimer Warren, late Superintendent of the school for freedmen in that city.

IOWA.—The last Biennial Report of the Superintendent of Public Instruction, Hon. Oran Favelle, gives the number of children of school age (5—21) as 324,328, an increase of 29,426 in a year. The pupils attending school were 217,593; male teachers employed, 2,353; female teachers, 6,467; total 8,820. The average monthly wages of male teachers was \$31.34; of female teachers, 22.80. Fifty-nine Teachers' Institutes were held, with most gratifying success.

KANSAS.—Institutes have been successfully held in eleven counties, and the statistics show large gains in school privileges, attendance, expenditures, etc.

COLORED SCHOOLS SOUTH.—Gen. Howard reports that there are over 70,000 colored children in the schools in the Southern States.

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LITERARY NOTES.

NAPOLEON'S CÆSAR.—The second volume of this work has at length appeared. Messrs. Harper and Brothers will have their translation ready at an early day.

BULWER is engaged in the preparation of an autobiography.

QUEEN VICTORIA is preparing for publication a series of essays, upon subjects in which Prince Albert was specially interested.

**THE GALAXY.**—This is the title of a new fortnightly magazine, published by W. C. and F. P. Church, New York, the second number of which has appeared. The papers speak well of it. It is all that could be desired in paper and typography, and numbers among its contributors some of our best writers. \$5 a year.

**CHARLES SCRIBNER & Co.** have removed from Grand St., and opened spacious ware rooms at No. 654 Broadway, New York. In addition to their educational department, they are among the largest importers of choice foreign books, in America.

**THE NATION**, published by J. H. Richards, 130 Nassau St., New York, which during the few months of its existence, has won an enviable reputation as a first class literary and political journal, has (commencing with May) become a semi-weekly. Its condensed "Topics of the Day," Literary Notes, Reviews, Correspondence, Art Criticisms, and standard articles on current matters, are all of a high order. The new management will secure it increased patronage. \$5.00 a year.

**LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD.**—Messrs. Lippincott & Co. have issued a new, enlarged and improved edition of this work, bringing it down to the present time. It takes its place side by side with Webster's Dictionary.

**THE NEW YORK TRIBUNE** recently celebrated the 25th anniversary of its establishment.

**MESSERS. STRAHAN & Co.**, New York, announce Familiar Lectures on Scientific Subjects, by Sir John F. W. Herschel.

**APPLETON'S ANNUAL CYCLOPEDIA** for 1865, will soon be issued.

**THE EMPRESS EUGENIA** is preparing a memoir of Marie Antoinette.

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*BOOK NOTICES.*

**THE LOST TALES OF MILETUS.** *By the Right Hon. Sir EDWARD BULWER LYTTON, Bart., M. P.* New York: Harper and Brothers, 1866. 12mo., pp. 182.

The legends upon which our author grounds these tales, are borrowed from some of the oldest of the Classic authors, but so recast and expanded, that they are practically new creations. They are in rhymeless verse, after classic models, and show some mechanical skill; yet too frequently they seem stiff and unnatural. That the meter comports better with the themes presented than with modern subjects will, no doubt, however, be confessed. They are of considerable merit, and have already met with favor.

**BARNARD'S AMERICAN JOURNAL OF EDUCATION.**—This admirable journal for March, 1866, contains articles on the following named subjects: I.



Public Instruction in the Austrian Empire; II. The Nature and Value of Education (a prize Essay); III. The Dignity of the Schoolmaster's Work; IV. Documentary History of Normal Schools in the United States; V. The Original Free or Town School of New England; VI. Glimpses of the Means and Conditions of American Education prior to 1860; VII. Schools as they were; VIII. Female Education as it was; IX. American Educational Biography; X. History of Educational Associations in Illinois (with portraits of Presidents); Virginia Educational Conventions; XI. National Bureau of Education; XII. Advice on Studies and Conduct. \$4.00 a year. H. Barnard, Hartford, Conn.

THE NORTH AMERICAN REVIEW, No. CCXI, April, 1866. Boston: Ticknor & Fields. Quarterly, \$6.00 a year.

The Old "North American," under the editorial charge of Professor James Russell Lowell and Charles Eliot Norton, Esq., maintains its high reputation—the growth of more than half a century. It grapples fearlessly and most ably with the great questions of the day, and is unquestionably the exponent of American Literature and Criticism. Even its briefer and less formal book notices show profound dealing with current subjects, and they would alone commend it to all people of any pretensions in literature. The contents are: I. The Error of De Tocqueville; II. Military and Martial Law; III. Character; IV. The New York Herald; V. Carlyle's Frederick the Great; VI. Our Diplomacy during the Rebellion; VII. International Arbitration; VIII. Dante, and his latest English Translators; IX. The President on the Stump; X. Critical Notices (24 in number).

FIRST LESSONS IN NUMBERS, in the Natural Order: First, Visible Objects, Second, Concrete Numbers; Third, Abstract Numbers. By JOHN H. FRENCH, LL.D. New York; Harper and Brothers, 1866. pp. 120.

If primary arithmetic can be taught at all from books, we are persuaded that this little work will inaugurate new successes. It deals with the common experiences of the child, and illustrates the facts of numbers by cuts of home scenes beautifully drawn and artistically engraved. The appendix contains suggestions of methods of teaching, to which reference is repeatedly made in the text. The work comes as we go to press; hence this brief notice.

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others of equal merit. We acknowledge the receipt of the following: "Sans Merci; or Kestrels and Falcons;" "Miss Majoribanks" and "Agnes," by Mrs. Oliphant; "The True History of a Little Ragamuffin;" "Under the Ban;" "Can You Forgive Her," and "The Belton Estate," by Anthony Trollope; "Wives and Daughters," by Mrs. Gaskell; and "Walter Goring," by Annie Thomas.

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VOLUME XV.

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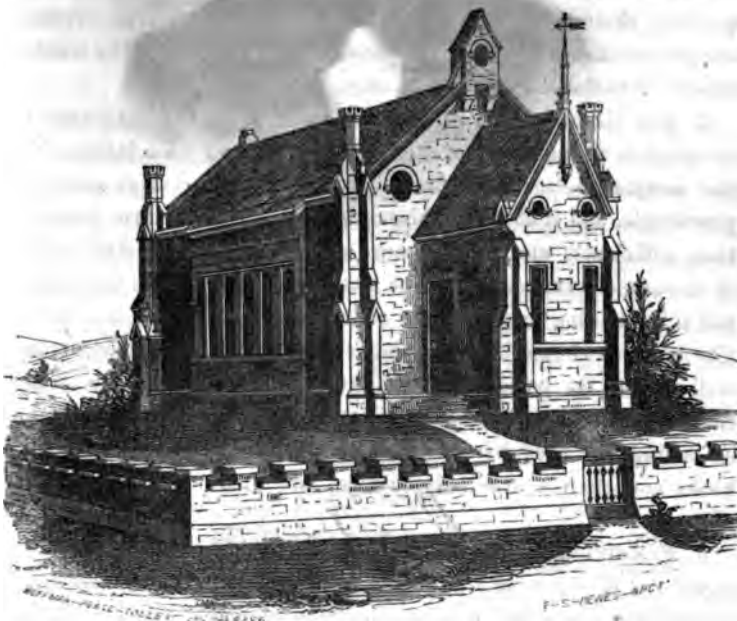
*J. W. Buckley*

# NEW YORK TEACHER.

NEW SERIES.] JULY, 1866. [VOL. VII, No. 10.

## School House Architecture.

The reports that come to us from all portions of the State, of the newly-awakened interest on the part of the people, in furnishing improved school accommodations, are most cheering. Old, unsightly



hovels are giving place to commodious and, in some cases, elegant structures, built for comfort, and evidencing a better appreciation of the means for public education.

There is no longer a question in the minds of any, except the  
[VOL. XV, No. 10.] 20



ignorant or the selfish, that no better investment can be made than in supplying for the education of our children, the best facilities in the way of sightly and healthful school houses, ample grounds adorned with trees and flowers, the best books and apparatus, and intelligent and skillful teachers.

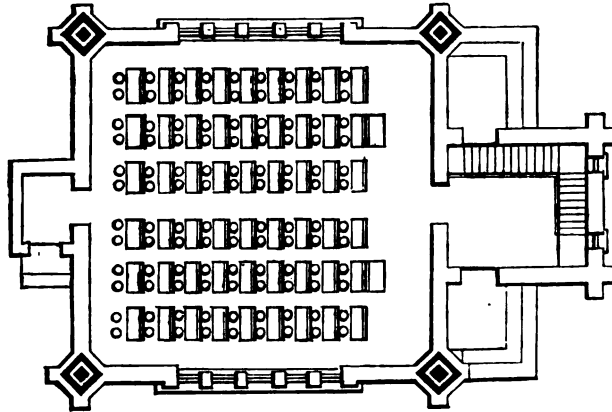
In the matter of school architecture, we venture a few suggestions. The difference in cost when a new house is to be built, is so inconsiderable, between one constructed with due regard to elegance, comfort, health and stability, and one that ignores all these, that few, knowing the conditions, will hesitate in making the additional outlay of a few dollars.

1. **THE SITE.**—This should comprise sufficient ground for play-room for all the pupils, without danger of trespass upon adjoining fields, and away from the dust and danger of the highway. The location should be healthful, on high ground, with good drainage, but if possible, sheltered from the blasts of the bleak hill-top. Trees, shrubs and flowers should be planted and cared for, and the whole should be enclosed by a tasteful fence.

2. **THE HOUSE**—should be in architectural style, and the material of which it is built, a model of taste, and in no whit inferior to the accepted notion of a first class edifice; of brick or stone if practicable, and if of wood, substantial and warm, with firm foundation, sufficiently elevated to secure against dampness. The height of the school room should not be less than twelve feet in the clear, and if containing two or more school rooms, it should be more. The windows should be large, and arranged to slide from the top as well as from the bottom, with weights and cords. Proper ventilation should be supplied by ventilators in the walls, chimney-flues, or ceiling. It need hardly be added that closets furnished with hooks and shelves are indispensable, and that a wood-house is a necessity.

3. **FURNITURE.**—The desks and seats should be of the best material, and if of pine or whitewood, painted; strength, neatness and adaptability to ease and comfort should be studied. Not more than two pupils should occupy one desk. There should be ample elbow room, and regard should be had to the size of the pupils to be accommodated. Seats are generally made too high; and it is a common spectacle to see little ones perched upon them with feet dangling

in the air. No adult would long endure such torture. Outline maps, globes and other apparatus will be found in every well ordered school room. There should be much blackboard room, and that of the best that the facilities of the district will allow.



We present, herewith, plan and elevation of a house with a single school room, calculated to accommodate 108 pupils on one floor. The plan is drawn to allow a second story, but the staircase may be left out, and the vestibule can be used for a recitation room. The general plan of the house may be preserved, and such few changes made as are desirable. The scale of the plan is one-sixteenth of an inch to the foot. Three ordinary windows may be substituted on each side for the mullioned windows. The house may be framed without altering the general plan.

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#### **Economy.**

When a Spaniard eats a peach or pear by the roadside, wherever he is, he digs a hole in the ground with his foot, and covers the seed. Consequently, all over Spain, by the roadsides and elsewhere, fruit in great abundance tempts the taste, and is ever free. Let this practice be imitated in our country, and the weary wanderer will be blest, and bless the hand that ministered to his comfort and joy. We are bound to leave the world as good or better, than we found it, and he is a selfish churl who basks under the shadow, and eats the fruit of trees which other hands have planted, if he will not also plant trees which shall yield fruit to coming generations.

**Quack Education.**

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A recent number of the *Round Table* contains a flippant editorial with the above caption, launched at what the writer is pleased to call "This new absurdity" — "object teaching." The chief point of the article is, that it has no point, and deals in sweeping generalities of accusation, without specifying who, what or where. For ourselves, we believe that, subject to criticism as some of the principles and perhaps many of the methods adopted by the "object teachers" may be, the purpose to inaugurate a much needed reform, honestly conceived, it is entitled at least to candid criticism. We quote at length :

"The latest device for opening a royal road to learning is 'object teaching,' which — like Bottom's Dream, so called, 'because it had no bottom' apparently derives its title from the fact that it is pursuit without any ascertained object. But it has astounding results. After months of it, you shall find your child unable to read or write, and utterly innocent of the multiplication table; but he has mastered the 'elementary sounds,' can draw triangles and parallelograms, and set forth the properties thereof. He can not spell his name; but if you allude to green as a color, he will assure you that it is only a secondary color, overwhelm you with the rudiments of optics, and beg for a prism that he may expound refraction. He is exuberant with unsuspected physiological lore, and takes you aback with the names of your bones and position of the various organs. He destroys your appetite at meals by unpleasant information respecting the composition of your food and the prevalence of trichiniasis. He demolishes your parlor ornaments with boomerangs, and your windows by experimental study of the principles of incidence and reflection."

We do not know whose "object teaching" leaves a child, "after months of it" unable to read or write, for it is not only the purpose of this system, but the practice of those who use it, to teach these accomplishments as well as the "multiplication table" at an earlier stage than we have usually found them in the old methods, and if any just objection can be made to the teaching of color, form, and common mechanical principles, it is rather, surely in the misapprehension of

the teacher than in, anything radically wrong in the principle that a child may properly be instructed in the properties and uses of things that enter into his every day experience. Familiarity with apparatus for instruction is certainly no more dangerous to parlor ornaments than the use of equally dangerous toys as auxiliary to the ordinary sports of youth.

“ He wishes bean-bags, Indian clubs, and a trapeze, that he may practice home gymnastics, and a ‘pen’ out of doors, that he may relapse into barbarism in ‘sun-baths,’ as counseled by Dr. Dio Lewis.”

Dr. Lewis can fight his own battles, but it seems as if the adroit mention of his “bean-bags” were here an attempt to add a little cheap ridicule upon a subject that neither actually nor by implication has anything to do with this unlucky “object teaching.”

“ He is an orator before he can read ; can map the world in variegated crayons before he can put the names of its nations upon his slate ; is learned in chemistry, physiology, telegraphing, arts and sciences innumerable, before he knows his alphabet ; is, in short, an Admirable Crichton before he is qualified to graduate from an old style district school. Nice as it all seems, suspicion gradually dawns upon the observant spectator. It early becomes obvious that however geography, surveying, physics, and zoölogy may thrive under the stimulus of ‘objects,’ history, language, and other subjects not susceptible thereof make little progress. Your infant phenomenon may win laurels in an examination adroitly adapted by his teacher to his capacity of display, but he bids fair to stand confessed a booby in ordinary life. ‘Objects’ will turn out to be but poor help when applied to *hic, hæc, hoc* and *τίττω, τίτω, τίτωρα* ; and have but a remote connection with ledgers, Blackstone, and the early Fathers, though they may accord well enough with machinery, architecture, surgery, or dilettanteism.”

Our philosopher having commenced his catalogue, allows his imagination to supply what is wanting in fact, for the sake we suppose of rhetorical completeness. If the first count in the preceding paragraph is true in any degree, or ever becomes so, it is certainly some gain. And our readers may decide for themselves whether with the benefit of his own statement, the critic has left the “old way” anything to boast of. Many a one has spent years in the memorising of geographical names, scarce conscious that there was

a world, while the glories of earth and sea and sky had never awakened an emotion or excited a thought.

“Like every other extravagance, this new absurdity started with legitimate premises. It was well enough to infuse into children’s minds a spirit of investigation, analysis and inquiry; and the object teachers argue, like Mrs. Jarley, their possession of the original and only means of doing so. In competent hands, and conducted with moderation and discretion, the object system might be beneficial; but it has been appropriated by that class of educational mountebanks and impostors which clusters about second-rate normal schools, promulgates its empiricisms in mutual admiration conventions, and is deluging the country with half-educated ‘normal graduates,’ the living evidence of the danger of a little learning. Under these auspices there is no perception of the true capabilities of the study, which is valued chiefly as an attractive addition to those delusive public examinations which have the various advantages of gratuitously advertising schools and their teachers, of imposing upon their patrons a belief that their children’s proficiency in their studies is commensurate with their readiness of response to previously ‘crammed’ interrogations, and of rendering the children themselves bold, superficial and deceitful. Such is object teaching as now practiced.”

If “started with legitimate premises,” it is surely competent for our critic to say in what respect they have been vacated, and how the method may be improved.

Seriously, there is no greater need in our system of education, than a thorough reform in the methods of primary education, and the preparation of competent teachers to inaugurate and supervise the work; and he is a public benefactor who, regardless of systems, or of those who are their exponents, shall show us a more excellent way. If a subsequent number of the *Round Table* is to be trusted: “As a general rule the teachers are persons who have adopted their pursuit in consequence of failure to succeed in any other. They are accepted by incompetent examining committees who make no effort to ascertain their capability for imparting instruction. And they receive such wretched pittances as are of themselves sufficient assurance of their worthlessness. In the schools children attend or not, as themselves or their parents please, and the inducements

offered are usually so small that their parents frequently do not please; lax discipline, irregular attendance, and a hap-hazard selection of text-books prevent any approach to good scholarship; and there is nothing to call forth either the interest or emulation of the pupils."

We cannot accept entire the method of object teaching derived from the Home and Colonial School Society, and organized at Oswego. It is susceptible of improvement, and some of its fundamental principles may be found defective. Let it be discussed, and its faults pointed out that they may be remedied. We shall surely do better by aiming at reform as Mr. Sheldon and his co-laborers are doing, than by resting ingloriously in the shadows of the past.

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*At Elmcliffe.*

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I have seen hours when I have wished to die,  
And thought it good to lay my throbbing head  
Beneath the growing grass. The weary path  
Stretching before me, seemed a desert plain,  
And all my hopes, like to the mocking lakes  
That gleam afar to torture dying men.  
But here, beneath these boughs, where every breath  
Is changed to melody; where mossy trunks  
Grow old and die, yet give their parting life  
To violets clustered round the gnarled roots;  
Where notes of woodbirds mingle with the sound  
Of the bright, tinkling waters; and the sun,  
Looking upon the glade, smiles through the leaves,  
And flecks the greensward with its kiss of love —  
Oh! here I feel that earth is beautiful,  
That God is good, and life a mystic wine  
Poured by a Father's hand. My fainting clasp  
Shall tighten round the goblet, and my lips,  
Fevered with struggling, drain the holy draught.  
Voices are calling from the shadowed hills.  
Does Undine haunt yon river? Are the trees  
Strong prisons for some dainty Ariel  
Who cries to be set free? Have these green vines,  
These velvet mosses, all these living things,  
Some life within the life that greets our eyes?

Something that is in bondage, hidden, sealed  
 From our imperfect vision? Let me bow,  
 Veiling my face before these mysteries,  
 These myriad miracles that God hath wrought!  
 Ay, this is holy ground! No burning bush  
 Lifts up its flaming banner, but my feet  
 Shall tread with reverence these cathedral aisles,  
 Fragrant with odors, solemn with the train  
 Of nature's royal priests. God passes not  
 While I am worshipping. His presence stays  
 In this dim forest temple. My worn soul  
 Shall gather strength, and gird tried armor on,  
 Then plunge anew among the anointed hosts  
 That battle, not for kingly crowns and thrones,  
 But for the broader brotherhood of man.

Aug. 5, 1860.

M. A. B.

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### Denominate Numbers.

The following, or some similar analysis of denominate numbers may be produced, under the guidance of the teacher, by any class of intelligent pupils.

After the classifications, denominations, and tables, the pupil should be made familiar with descending and ascending reduction, so as to describe and analyse the processes readily. He should also observe, that the reductions of denominate, vulgar, and decimal fractions, are merely the applications of reduction to fractions.

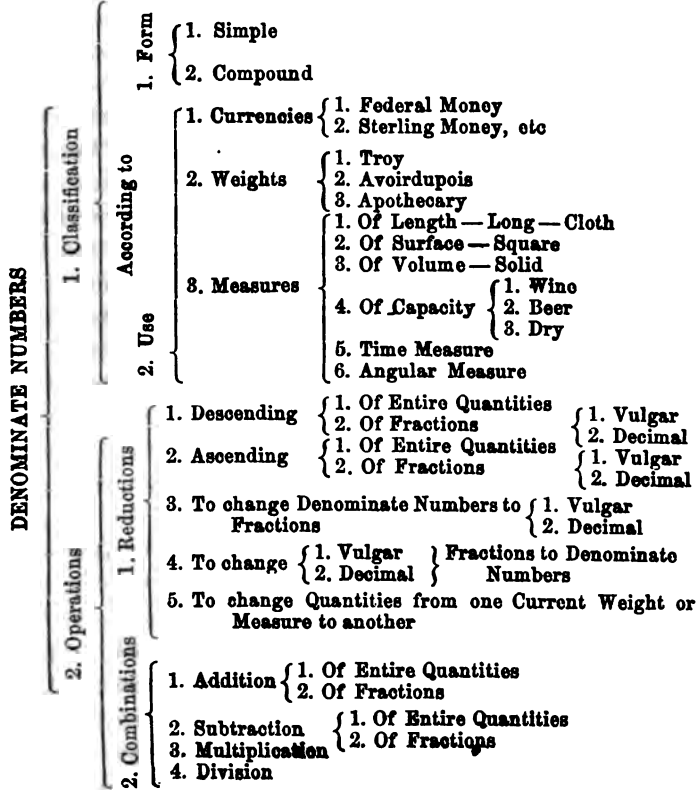
In changing denominate numbers to vulgar fractions, besides reducing the quantities, the pupil must be taught to compare them. To teach the process of comparing quantities, such exercises as the following will be found useful: Compare 12 with 20, in which the pupils must observe that 12 is  $\frac{3}{5}$  of 20, or 20 is  $\frac{5}{3}$  of 12. In changing denominate numbers to decimals of a higher denomination, the pupil should see that there is involved, first, the expression of each denomination as the fraction of the next higher; second, the changing of this vulgar fraction to a decimal.

Changing fractions to denominate whole numbers, involves descending reduction, with the additional process of changing improper fractions to whole or mixed numbers.

In the combinations, the elements of addition are simple addition

and reduction ascending. Subtraction involves simple subtraction where the scales differ. Multiplication is simple multiplication, ascending reduction, and simple addition. Division is simple division, descending reduction and simple addition. All the combinations require more or less of the reduction of fractions.

It should be kept in mind, that the more operations we can refer to one principle, the less the memory is burdened and the more comprehensive is the knowledge. The aim of the teacher should be: first, to let the pupil observe all the facts and operations; second, to let him arrange, classify and refer these facts and operations to principles already known. Knowledge newly acquired should be interwoven with what is already known—should be seen to grow out of principles and facts with which the pupil is already familiar.





**Best Method of Organizing and Conducting Teachers' Institutes.**

BY J. M. OLCOTT.

[A Paper read before the Examiners' State Convention.]

To point out the best method of organizing and conducting Teachers' Institutes, it will be necessary first to consider briefly the objects and aims of such Institutes. These I conceive to be three-fold.

1st. And perhaps most important, to make the teachers acquainted with method, and the best methods, of imparting knowledge and instruction, and of securing an easy and perfect control of their schools.

2d. To inspire them with more elevated and more perfect notions of the magnitude of the teachers' profession.

3d. To develop or *create* a thirst for *more culture* and refinement with respect to Literature, Science, Society, and the art of teaching. Incidental to these objects and aims, Academic Instruction in the Common School Branches may be obtained; also a general interest in the community may be awakened with respect to education, and general information diffused in regard to Educational facilities and appliances. But all these are *incidental*. The lack of *system*, of *method*, in imparting instruction and in managing schools, notwithstanding the subject has been extensively dwelt upon in many of the numerous Institutes held in the State during the past two or three years, is still one of the most common causes of *inefficiency* or *failure*. Numerous methods have been suggested or *hinted* at, as a part of Institute Instruction, but for the *most part only* "hinted at," seldom developed into *living forms*, or made sufficiently definite and clear to be of any *practical* use to the learner. Many who undertake to present "improved methods of instruction or discipline," having taken them at second hand and without application or experience, wholly ignorant of the minutiae, exhibit merely a rude outline, a *nondescript*, without form or comeliness, and call it method. Hundreds of earnest young teachers are thus led to introduce a failure into their first school, to darken their future

prospects, in the shape of an *abnormal new method* of instruction or discipline obtained at the late Institute. The masses of the teachers attending a County Institute look upon the Instructor as though he were nearly infallible. Hence the more need of caution and definiteness. This error in our Institute instruction arises principally from two causes: want of experience and a desire and consequent effort to accomplish the work of *many* institutes in *one* — a failure to *do one thing at a time*. The inexperience of Institute holders coupled with the innate novelty of the members of the Institute, causes them to *undertake* too much. The consequence is *every thing* is learned in *general* and *nothing* in *particular*. *Definiteness* of instruction, as in the school or college, is the first thing to be considered by way of reform in our Institutes. A Method of Instruction or a Mode of Discipline worthy of introducing before an Institute of teachers, ought to be something more than a myth, it ought to be worthy of considering in detail, and should be so presented. The minutiae should be pointed out and as far as possible illustrated by example, until so thoroughly woven into the understanding as to become a part and parcel of every individual's *own* method *molded anew* in the pattern of their *respective individualities*. The tendency of teachers as a class is to be easily satisfied with the presentation of *new things* and to turn quickly from one subject to another, *hence* readily thrown under the *influence* of *pedantry*. As a *general rule* they ask few questions and answer less. Normal Instruction should therefore take a much *narrower range*, and correspondingly be made more definite. It should not be *merely theoretical* (the range of theory and practice in school-keeping are by no means parallel) but such methods of Instruction and modes of discipline *only* should be given, as have been thoroughly tested and illuminated by the light of the steady lamp of *experience*.

The *second object*, to inspire teachers with a more perfect notion of the magnitude of their profession, should not be hastily passed by. In this direction there is need of reform. A great many teachers actually put forth but little effort to make a success of their calling. They seem to have an intuition that it is nothing to teach; act accordingly, and fail on account of it. In a few instances I have said to teachers, who were about to be relieved for incompetency,

by way of caution, you seem to have forgotten that *it's something to teach*, when the effect was electric. They seemed to spring into new life at once, and since then their schools have taken rank among the best. Most teachers it is true seem to possess a vague notion of the importance of the business of "training immortal souls," of "operating upon imperishable material," &c., as this is the language usually employed by ministers *et al.* in referring to the teacher's vocation, *but that's not it*. The magnitude of which I desire to speak consists in the *power to fructify* — to make fruitful, — to render productive, — as God causeth the earth to fructify. The *power to move against resistance*, and to energize *every where* and at all times, that which competely makes the teacher master of his situation.

The third object of an Institute proper, to create a thirst for more culture and refinement as it respects Literature, Science, Society and the art of teaching, needs careful attention. The backwardness of teachers in this respect is truly astonishing when we view them *as teachers*, so few can read well enough to be imitated with safety, or exhibit taste in the choice of language with which to converse with their own pupils. Careless *penmanship*, bad spelling, indifferent compositions, may be noticed every where, in the notes sent to parents, reports made to Trustees, and even on the black-boards in their own school-rooms. This *culture* so much needed can not be *obtained* to any great extent in a County Institute, but such presentations, such examples of *culture*, should form an important part of the Institute work, as will tend to create a *thirst for it*. Teachers of *no culture gain influence* rather than instruction at the Institute.

With these objects in view, we will proceed to the organization of an Institute. As a preliminary measure it is necessary to arrange for a Board of Instruction. The Examiner is supposed to know something of the *pressing* wants of his teachers before organizing the Institute, which will enable him to arrange a catalogue of suitable topics or branches of study to which he can adapt his Instructors *by selection*. With a prospective attendance of fifty teachers, two permanent Instructors are sufficient, *one if help at home can be had*. These, by all means, should be *permanent*, and selected with reference to their adaptation to *each other*; *one of whom ought to be (must be) skilled in School Tactics, or Theory and Practice*. It is well to arrange for two or three good evening lectures. This done,

let the Examiner arrange a programme on paper for his first day's work before hand. It might run thus :

From 9 to 10 A. M., Preliminary Organization,

- " 10 to 10.45, An Exercise in Reading, by Prof. A.
- " 10.45 to 11.15, Recess for the purpose of getting acquainted.
- " 11.15 to 12, Theory and Practice or School Tactics, by Prof. B.
- " 12 to 1.30 or 2, Adjournment.
- " 2 to 2.30, Arithmetic, by Prof. A.
- " 2.30 to 3.15, Penmanship, by Prof. S.
- " 3.15 to 3.30, Rest, &c.
- " 3.30 to 4, Geography and History.
- " 4 to 4.30, Physiology.
- " 4.30 to 5, Amusement or Discussion.

Something of this kind will answer to put the Institute in motion, and while moving the first day a suitable programme for the second day will readily suggest itself.

By preliminary organization is meant, *first*, a short, pointed address by the examiner, setting forth the objects of the Institute, manner of conducting, &c. *Second*, Enrolling the names of members, always alphabetically. *Third*, Electing officers, viz., President and Secretary. *Fourth*, Announcing programme.

In counties where city teachers and country teachers come together for the first time, as is often the case, the harmony of the Institute will require that some effort be put forth the first day to make them acquainted with each other. In this, the examiner is the proper one to lead off. The object of thus preparing for the first day, is clear. No time will be lost with preliminaries. Half a day lost in getting ready for work is one-tenth of the whole time of an Institute gone, besides it is important the first session to arrest the attention, and to impress favorably as far as possible. Institute work, well begun, may truly be considered half done. Once set fairly in motion, an Institute runs so easily that the manager finds ample time to foresee and remove friction after the first day.

There should be one Superintendent or manager, and only one. He may consult with both the instructors and instructed, relative to any alterations or change of programme, but at the same time

he should hold a firm and positive control of the entire Institute with regard to decorum, order, promptness, punctuality, dispatch, submission, diligence, &c. To secure regular and prompt attendance, call the roll in some form at the opening of each session. To effect a change of exercises promptly (which is of the first importance in an Institute), strike a warning gong, two or three minutes before the time, and at the second stroke let the class rise to their feet. Cut off all exercises at the appointed time. This will secure dispatch in business. While the work of the Institute is regularly progressing, the Superintendent, if a practical teacher, can accomplish great good by devoting a part of his time to a kind of individual inspection, by which means he will become acquainted with personal defects or individual excellencies; he may measure, to some extent, the length, breadth, and height of the professional dimensions of every member of the Institute,—a kind of data very necessary for one aiming to arrange instruction suited to their best *improvement*, and at the same time, by exhibiting this personal regard for the success of every individual member of the Institute, the Superintendent will gain the *confidence of all*, hence the *power to control*.

#### INSTRUCTION.

As we have already indicated, Institute instruction should, in the main, be normal, yet a great many *principles* may be developed, truths unfolded, facts made known and ideas obtained, relating to academical education; but this should not be the *aim*. Each lesson should be given with special reference to the best method of inculcating the subject matter upon children of different dispositions and capacities, and various intellectual habits. The *art* of teaching, or the principles on which it is based, should be clearly developed and theoretically, if possible, illustrated, at every step in the Institute course. The adaptation of different methods to children of different dispositions and intellectual habits should receive the most careful attention. There is a great variety of methods for inculcating the same truth, and the diversities of mind are quite as numerous as the varieties of method. One mind can be best approached by one method, and another mind by another method; and in respect to the teacher, one of the richest treasures of his profession is a knowledge of the adaptation of the different methods to different

minds. If the teacher never *studies* his profession in this light, he learns this part of his duties only by the slow and wasteful process of experimenting on mind, and thus in all probability, ruins many before he learns how to deal with them. The *theory*, at least, of adaptation should receive attention.

WORK THE COUNTY TEACHERS.

Working the leading teachers of the county, by way of topical discussions, when judiciously managed, has many beneficial influences. 1st. It teaches them to think and to act independently in the investigation of matters pertaining to their profession,—to *develop* and to *use* what force there is within them. It gives them self-reliance and self-confidence. 2d. It adds variety and interest to each day's proceedings. 3d. If the teachers themselves are allowed to suggest the topics of discussion from day to day, the tendency will be to elicit thought upon the very subjects which are of the most importance to them, and in this way they may avail themselves of so much knowledge and *experience* which would not be gained under other circumstances. By these discussions thought is awakened, investigation provoked, and the natural tendency to enter the chrysalis averted. Another method of working teachers to advantage is to assign topics to several each day, calling for a written report of five or ten minutes' length. As an example of *power* awakened, (unknown even to its possessor), I read the following *Report* (obtained in this way) upon the question "What can be done in school to strengthen the moral character of children?" Miss L. read thus before the Institute:

"The basis of moral character is to *speak* the *truth*, to *act* the *truth*, and to *live* the *truth*. This can not be *taught* by *precept*; it must be *communicated* by example. There is that in the heart of childhood which responds to the same quality in another. Everything noble and generous, as well as everything base and selfish in a teacher, may awaken an echo in the hearts of his pupils. To make a child truthful, *we* must be truthful, not because it is the best *policy*, but because it is *right*. Moral education consists in leading one to act from conscientious motives, and not from *policy*. Let a conscientious teacher (and there should be no others), daily and earnestly address the conscience of a scholar, and he soon awak-

ens it to action, and it becomes stronger and stronger the more it is exercised. Let that ground be taken and maintained,— the habit of acting from a sense of *right* will be formed and strengthened until it becomes a fixed habit,—a *habit of life*. To offer a reward is to address a selfish principle, and an imperfect motive is cultivated. The love of truth exists to some extent in every child's character, but, like every other faculty it must be educated and strengthened by exercise. One reason why the moral standard is so low, is that we are ignorant of home influences,—know little of the temptations to which children are exposed, and in all our deliberations we seldom plan a campaign so as to shield them against temptation. It does little good to punish one boy for truancy or profanity, when we *know* it to be a *prevailing evil*. Better tax our ingenuity to devise some means to prevent or remove the temptation, and watch its workings with as much interest as we would a game of checkers." &c., &c. This extract is given as a sample of *ability* to write upon practical school questions, found where least expected. I have found it a good plan to call out teachers in this way.

#### HOW TO BRING OUT THE TEACHERS.

A simple announcement in the county paper, that an Institute will be held at such a place, and at such a time, will seldom secure a large attendance. Personal application must be made to country teachers, in order to *arrest* their attention. They wait to be *arrested*. This can easily be done by sending a printed letter or circular to each teacher, through the Trustee and Directors, signed by the Examiner. It seems thus to come backed by authority, and answers the purpose of a *subpœna* served by a Sheriff.

#### THE TIME OF HOLDING INSTITUTES.

I can not leave this subject without alluding to the  *vexed*  question of the *time* for holding a County Institute under the *law*. The law provides that schools shall be closed during Institute week ; from which we infer they are to be held during *term* time, or while schools are in session. In some respects this provision is unfortunate, for *legally* teachers are not entitled to *pay* during the suspension, while there is seeming injustice in dismissing schools and subjecting individuals to actual expense of both time and money, with-

out remuneration. It tends to produce friction in both city and country districts, in the administration of the School Law. The better plan, I think, would be to hold Institutes out of *term time*, and, if possible just before the commencement of a new term. The idea that County Institutes must be held at different times to accommodate *itinerant* Institute holders, is not only theoretically *wrong*, but *impracticable*. As well might the District Schools of a township be taught at different seasons, to accommodate an itinerant *schoolmaster*. On the contrary, the schools of a township or county should commence as nearly as possible on the same day. So I would set apart the months of August and September as the time for holding County Institutes. I deem it important for this Convention to *indicate*, by resolution or otherwise, the proper time for holding Institutes. Also, whether teachers should or should not expect their wages to continue during Institute week.—*Ind. Sch. Jour.*

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John White Bulkley, A. M.,

SUPERINTENDENT OF SCHOOLS, BROOKLYN, N. Y.

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The subject of this sketch was born in Fairfield, Conn. The earlier years of his school life were spent in a New England public school, where his devotion to study gave promise of high culture and usefulness. Compelled at an early age, however to depend upon himself, he engaged for some time in mechanical pursuits, which he soon abandoned for the more congenial labor of a student's life. He prosecuted his studies with a view to the Christian ministry, for which calling his inclination and habit of mind seemed alike to give unusual fitness. Ill health soon compelled him to abandon his chosen purpose, and he entered soon after, at the age of about twenty years, upon what proved to be his life work, the calling of a Teacher. A sea voyage taken shortly after the commencement of his educational career so restored his vigor, that his work has since been almost uninterrupted. He had found his place, and the high honor he has attained as an educator, is but the legitimate fruit of the devotion of an earnest, active nature, with con-



scientific and untiring energy to a vocation that engrossed his every thought.

In his native State, he first gave promise of becoming a leader in the crusade, which in the last third of a century, has created educational systems and appliances looking towards universal education, in accordance with the laws of mind, and the needs of a free people. To accept the fruits of this growth and apply them is now comparatively easy, to have had part in the great Educational Reform, when no immediate honor or emolument waited upon conscious success, and when the way was little trod, often dubious and dark, fighting against ignorance and opposition as well, misunderstood by friends and traduced by foes, required no ordinary energy, and no easy virtue. Old traditions and failures were behind, and to the chosen few alone was there a ray of promise ahead.

During the years of his initiate, Mr. Bulkley devoted his leisure from the active duties of the school room, to a careful examination of the various school politics and philosophies of education, and made himself familiar with those most approved. He was in correspondence with the most eminent educators of the time, and his association with the foremost minds of the age, in his profession helped a mind naturally independent and creative to such self culture and achieved for him such eminent success as to place him in the front rank of the profession of his choice.

After eight years of labor in Fairfield, he removed to Troy, N. Y., and opened a private seminary, which he managed with eminent success, until he was appointed Principal of a new Grammar School in the city of Albany. During his service of about nineteen years in these two cities, he was one of the leading spirits in those early efforts, which after repeated failures, contending with apathy and ignorance, resulted at length in the organization of the N. Y. State Teachers' Association.

As early as 1836, we find him prominently identified with a Teachers' Convention "called for the purpose of increasing the pay and influence of those engaged in this arduous and honorable profession." This convention met in Albany, Sep. 20 and 21, 1836. About this time, so earnest was the purpose of giving a new impulse to public education, that in company with several other gentlemen, he employed an agent to lecture in different parts of the

State, the services and expenses being defrayed from their private resources. An adjourned meeting of the convention was held in Utica, May 11, 1837. At this meeting Mr. Bulkley delivered a stirring address on *the Responsibilities of Teachers*. The meeting resulted in the organization of "the New York State Society for the Improvement of Schools." Hon. Jabez D. Hammond was chosen President, and Mr. Bulkley was made Chairman of the Executive Committee. Acting on behalf of the Committee, he subsequently prepared a circular, urging the formation of county associations throughout the State. The association failed to hold another meeting, probably in consequence of the commercial distresses of 1837.

But the pioneers were not disheartened. Through the active exertions of such men as Mr. Bulkley, Mr. Valentine and Mr. Anthony and others, associations had been organized and maintained at Albany and Troy, and the next movement, in 1845, for the creation of a State Association, originated in a movement of the Albany County Association, March 29, 1845. A committee to call such convention was on motion of T. W. Valentine, Esq., now of Brooklyn, unanimously adopted, and Mr. Bulkley as chairman of the committee issued a circular on the 14th of April, "setting forth in a masterly manner the necessity of a State organization, and the advantages to accrue therefrom." The convention met July 30 and 31, 1845, and Mr. Bulkley was chosen President. After a most interesting and spirited session, a constitution was adopted, and the convention was formed into "The Teachers' Association of the State of New York." He has since that time, attended most, if not all the meetings, and devoted time, pen and money to the advancement of its interests. He was subsequently elected President of the association and prepared an elaborate history of its transactions. He has been a member of the Board of Editors of the *New York Teacher* since its establishment in 1852, and has contributed largely to its usefulness.

In 1850, Mr. Bulkley received the appointment of Principal of one of the largest of the Williamsburgh public schools, now known as No. 19, Brooklyn E. D., and brought to the administration of its affairs, enlightened views, and a sound policy. Upon leaving Albany, a public dinner was given in his honor, at which

the Mayor of the city presided. At the time of his removal to Brooklyn he had been elected Principal of one of the most flourishing academies in the State, but declined the appointment. He entered heartily into schemes for reform in his new relation, and was made principal of the Saturday Normal School, which he had been the chief instrument in organizing.

In the consolidation of Brooklyn, Williamsburgh and Bushwick, it is no marvel that the fruits of five years labor pointed to him as the first Superintendent. The estimation in which he is held is best attested by the fact, that he is now in the midst of his twelfth year of service, as Superintendent of a system of schools whose excellence is so largely the result of his labors.

To those who know him it need hardly be said, that in every national movement for the encouragement of sound learning and universal education he has borne a conspicuous part,—a member and officer for many years of the American Institute of Instruction, one of the founders of the National Teachers' Association, and its president in 1860, he is known as an untiring zealous workman.

Mr. Bulkley's success, and the estimation in which he is held may be taken as an index of those personal traits of character, which have always commended him to the friendship of the wise and noble-minded, and given him influence as a counsellor and guide.

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Words.

BY J. G. HOLLAND.

The robin repeats his two beautiful words,  
The meadow-lark whistles his one refrain;  
And steadily, over and over again,  
The same song swells from a hundred birds.

Bobolink, chickadee, black bird and jay,  
Thrasher and woodpecker, cuckoo and wren,  
Each sings its word, or its phrase, and then  
It has nothing further to sing or say.

Into that word, or that sweet little phrase,  
All there may be of its life must crowd;  
And low and liquid, or hoarse and loud,  
It breathes its burthen of joy and praise.

A little child sits in his father's door,  
Chatting and singing with careless tongue ;  
A thousand musical words are sung,  
And he holds unuttered a thousand more.

Words measure power ; and they measure thine ;  
Greater art thou in thy childish years  
Than all the birds of a hundred spheres ;  
They are brutes only, but thou art divine.

Words measure destiny. Power to declare  
Infinite ranges of passion and thought  
Holds with the infinite only its lot,—  
Is of eternity only the heir.

Words measure life, and they measure its joy ;  
Thou hast more joy in thy childish years  
Than the birds of a hundred tuneful spheres,  
So — sing with the beautiful birds, my boy !

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**The Rhine and the Hudson.**

Whatever is old and bears marks of the past has a charm about it entirely wanting in anything fresh and new. This is the chief advantage that the scenery of Europe has over that of our own land. The crumbling ruins of antiquity, with their various associations added to the natural beauties of rock and river, give the latter a double interest in the eyes of the present generation.

Herein lies the only advantage that the river Rhine has over our own Hudson. We are apt to claim, with pardonable pride, that the Hudson, with its Palisades, its Highlands, and its glorious views of the many-hued Catskills ; its banks rock-ribbed and forest-crowned ; its mighty waters, broad and deep and clear, is the most beautiful river in the world. But the scenery of the Rhine, though not superior in natural beauty, makes much the pleasantest impression on the mind of the tourist. This is because the past, with its memories, its mysteries and its legends, has left its relics here, and enshrined itself in every mile of the banks that line the noble river, because history and tradition mingle their peculiar charms with those of nature.

Perhaps the first mention made of the Rhine is that which we puzzled over in our dog's-eared copies of Cæsar: "Rhenus oritur, antequam longo spatio per fines," et cetera. Here was the scene of many of the Roman conquests and defeats; the chivalrous deeds of the feudal ages were enacted on these banks, and in modern times its waters have flowed between hostile armies, and run red with the blood of Europe's best and noblest.

The ruins that now crown the banks of this classic river and the legends that are told respecting them and their occupants, are relics of the warlike days of the twelfth and thirteenth centuries, when every lord in Germany had his castles, his vassals, and his petty strifes. They fortified themselves on every rocky headland and precipitous cliff, in frowning castles, whose impregnable turrets, overhanging the waters of the river, hurled to the world the defiance of their defenders. The traveler of to-day, landing here, ascends the rock and lingers for hours among ivy-clad walls and mossy pillars, unable to tear himself away from scenes so pregnant with reminders of the past.

On one of the highest cliffs, stands "like a monk," the castle of Drachenfels, in his "hood of mist." Below is Wolkenburg—the Castle of the Clouds; and still farther down the ruin of Stolzenfels "looks at one with its hollow eyes, and seems to beckon with its gigantic finger." On turning almost every point can be seen on the sun-lit headland beyond, one of these ruins, perched phantom-like on a barren rock, or nestled on the slope of a vine-clad hill.

The poets of all ages have found ample inspiration in the romantic scenery of the Rhine. Byron thus describes it in "Childe Harold":

"Its breast of waters broadly swells,  
Between the banks which bear the vine,  
And hills all rich with blossom'd trees,  
And fields which promise corn and wine,  
And scattered cities crowning these,  
Whose far-white walls along them shine.  
And peasant girls with deep blue eyes,  
And hands which offer early flowers,  
Walk smiling o'er this paradise;  
Above the frequent feudal towers.

Though green leaves lift their walls of grey,  
And many a rock which steeply lowers,  
And noble arch in proud decay,  
Look o'er this vale of vintage bowers;  
The river nobly foams and flows,  
The charm of this enchanted ground,  
And all its thousand turns disclose,  
Some fresher beauty varying round."

Longfellow carries his hero in "Hyperion" down its banks, and stops with him to give his readers some idea of the "rocks and ruins, the echos and legends, and the castles grim and hoar, that have taken root as it were, on its o'er-hanging cliffs." What says he: "The pride of the German heart is this noble river. And right it is; for, of all the rivers on this beautiful earth, there is none so beautiful as this. There is hardly a league of its whole course, from its cradle in the snowy Alps to its grave in the sands of Holland that boasts not its peculiar charms. To describe it well, one should write like a god, and his language flow onward royally, with breaks and dashes, like the waters of that noble river, as it reels onward through vineyards in a triumphant march, like Bacchus, crowned and drunken."

Such is the river consecrated through so many ages, alike by nature and art — poetry and eventful history, which the Germans love and reverence almost as did the ancient Romans the Tiber.

The Hudson, however, is not without a few of the associations that are the most attractive features of the Rhine. The voyagers on its waters cannot but recollect its brave discoverer and his tragic end. On its banks Major Andre was captured, and suffered his sad but merited fate. Here stands the old fort of the Revolution, with scarcely one stone left upon another, and right beneath it is West Point, where were educated the men who have won such never-fading laurels in our war for the union. Already a historic interest attaches itself to vine-clad Sunnyside, and long years hence the tourist will pause to catch a glimpse of the spot that was so dear to America's most gifted author. Irving has done much also, to perpetuate many of the legends of the early settlers on the banks of the Hudson. Who can ever forget the story of "Rip Van Winkle" or the "Legend of Sleepy Hollow," or does not gaze with a strange

interest at the shores on which these quaint adventures are fabled to have occurred.

And so, as each new year prints on these romantic shores such traces of the past, the Hudson will seem more lovely, and grow more dear to every American, until our admiration for it shall rival even that of the Germans for their Rhine.

S. N. D. N.

Hamilton College, May 17, 1866.

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**Rational Instruction.**

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We go to school and learn that words are spelled and pronounced peculiarly, and that these peculiarities are entirely arbitrary. And when beginning, we learn no other reason for pronouncing the same vowel or consonant differently in different words, than our teacher's say so. And as our first school days are spent entirely at memorizing these arbitrary sounds, or changes of names for the same letter, it becomes a habit with us by the time we are able to study any thing ourselves, to take all things second hand, and our knowledge of grammar, arithmetic, etc., consists chiefly of memorized definitions, which we forget soon after leaving school.

Nor does this taking things second hand cease with our going to school, but we go in leading strings all our days, and are never able to give a reason for the faith that is in us.

If the tyro on going to school could be interested by the teacher every moment he is in the school room, and be taught a philosophical reason for each conclusion; as for instance, that go is go, and though is though, and thou is thou, &c., for the same reason that the iron box on which the cook fries the meat, is stove; i. e., that words have names as much as objects, and each word is called by its particular name, because that is its name, and not because it is spelled in this particular manner; — I say if he could be exercised in such manner as to keep the spirit of inquiry alive in his breast, until he is sufficiently advanced to interest himself in the study of his lessons, he would continue, not only the balance of his school days, but through life, more of a thinking man than if he had spent the first part of his school days *learning not to think*.

I submit this to the consideration of teachers, believing there is a better method of teaching beginners than is now practiced, hoping a spirit of inquiry may lead to improved methods of inducting children into study.

T. H.

**Oldest City in the World.**

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Damascus is the oldest city in the world. Tyre and Sidon have crumbled on the shore; Baalbec is a ruin; Palmyra lies buried in the sands of the desert; Nineveh and Babylon have disappeared from the shores of the Tigris and Euphrates. Damascus remains what it was before the days of Abraham — a centre of trade and travel, an island of verdure in the desert, a “predestinated capital,” with martial and sacred associations extending beyond thirty centuries.

It was near Damascus that Saul of Tarsus saw the light from heaven “above the brightness of the sun;” the street which is called Straight, in which it is said “he prayeth,” still runs through the city; the caravan comes and goes as it did one thousand years ago; there is still the sheik, the ass and the water-wheel; the merchants of the Euphrates and the Mediterranean still occupy these with the “multitude of their wares.” The city which Mahomet surveyed from a neighboring height and was afraid to enter, because it was given to man to have but one paradise, and for his part he was “resolved not to have it in this world,” is to this day what Julian called the “Eye of the East,” as it was in the time of Isaiah the “Head of Syria.”

From Damascus came our damson, our blue plums, and the delicious apricot of Portugal, called damasco; damask, our beautiful fabric of cotton and silk, with vines and flowers raised upon a smooth, bright ground; damask rose introduced into England in the time of Henry VII; the Damascus blade, so famous the world over for its keen edge and remarkable elasticity, the secret of the manufacture of which was lost when Tamerlane carried off the artists into Persia; and that beautiful art of inlaying wood and steel with silver and gold — a kind of mosaic and sculpture united, called damaskeeing, with which boxes and bureaus and swords and guns are ornamented.

It is still a city of flowers and bright waters; the streams from Lebanon, the “rivers of Damascus,” the “rivers of gold” still murmur and sparkle in the wilderness of “Lyria Gardens.”



## Resident Editor's Department.

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### NEW YORK STATE TEACHERS' ASSOCIATION.

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#### TWENTY-FIRST ANNIVERSARY.

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The Twenty-Second Annual Meeting of the **NEW YORK STATE TEACHERS' ASSOCIATION** will be held at Geneva, in Linden Hall, commencing at 4 o'clock, P. M., on Tuesday, July 31, 1866. The Executive Committee have arranged for the following Order of Exercises :

*Tuesday, July 31, 1866.*

At 4 o'clock P. M., Organization.

At 4½ o'clock, **PRESIDENT'S** Inaugural Address.

At 7½ o'clock, Report of Standing Committee on Condition of Education. **JAMES CRUIKSHANK, JAMES W. BARKER, CHARLES HUTCHINS, Committee.**

At 8 o'clock, Address by **Rev. WM. C. WISNER, D.D.,** of Lookport.

*Wednesday, August 1, 1866.*

At 9 o'clock A. M., Report of Committee on A Curriculum of Studies for Common Schools. **JOHN W. ARMSTRONG, M. McVICAR, CHARLES T. POOLER, Committee.** Discussion of the Subject.

At 10 o'clock, Report on Amendments to the Constitution, providing for Auxiliary Associations. **J. W. DUNHAM, S. D. BARR and B. M. REYNOLDS, Committee.**

At 11 o'clock, Lecture by **JOHN H. FRENCH, LL.D.,** on *The Physical Geography of the State of New York.*

Miscellaneous Business.

At 2½ o'clock, Paper by **M. P. CAVERT, Esq.,** *English Language and Literature as an Educational Force.*

Discussion of the Subject.

At 3½ o'clock, Papers on the Importance of the Study of the Natural Sciences, by **Prof. W. B. RISING, of Michigan University, and Prof. S. G. WILLIAMS, of Ithaca.** Discussion.

At 4½ o'clock, Report of Standing Committee on Improved Methods in Education, **EDWARD DANFORTH, JAMES H. HOOSE, and Miss ELLEN SEAVEY, Committee.**

At 7½ o'clock, Address by **Rev. L. MERRILL MILLER, D.D.,** of Ogdensburgh.

Poem by **Miss MARY A. RIPLEY, of Albany.**

*Thursday, August 2, 1866.*

At 9 o'clock, Appointment of Nominating Committee. Unfinished Business.

Paper on the Establishment of an Educational Exchange.

At 10 o'clock, Report on the Creation of a State Board of Examiners to issue High Grade Certificates to Professional Teachers. JOHN H. FRENCH, Prof. N. F. WRIGHT and Mrs. DR. GALLUP, Committee.

At 10½ o'clock, Remarks on the Functions of Normal Schools, by HENRY KIDDLE, Esq., of New York, and Prof. OLIVER ARRY, of Albany.

At 11½ o'clock, Poem by Rev. A. T. PIERSON, of Waterford.

At 2½ o'clock, P. M., Reports of Officers. Report of Committee on Time and Place of Next Meeting.

At 3 o'clock, Address by President JACKSON, of Geneva.

At 4 o'clock, Election of Officers.

At 7 o'clock, Miscellaneous Business. Report of Committee on Resolutions.

Sociable, Addresses, etc.

HON. CHARLES J. FOLGER of Geneva, and Prof. WILSON of Hobart College, will also address the Association.

Music will be furnished by an Association under the direction of W. H. VROOMAN, Esq., of Geneva.

The Franklin, International, and American Hotels, have been named as places of rendezvous.

Hotel fare will not exceed \$2.00 per day.

Ladies will be entertained free by the citizens of Geneva.

Mr. GEORGE H. ELLIS will open his music room to the Association and provide a piano.

An excursion on Seneca Lake is proposed for Friday, to visit the Watkins Glen. Persons desiring further information in regard thereto, will address Wm. H. VROOMAN, Esq., Geneva.

There will be a meeting of the Officers and Committee of Arrangements at Linden Hall, at 2 o'clock P. M., on Tuesday.

*Local Committee.*

C. C. YOUNG AND LADY,

F. E. SMITH AND LADY,

HON. GEO. B. DUSENBERRE AND LADY,

C. WHEAT AND LADY,

COL. F. W. PRINCE AND LADY,

S. H. PARKER AND LADY,

DR. G. CONGER AND LADY,

WM. H. VROOMAN AND LADY,

DR. GEO. W. FIELD AND LADY,

PROF. A. WHALEN,

CHARLES D. VALL,

MISS S. LEWIS,

C. C. EASTMAN,

MISS C. W. PORTEE,

E. WOOD,

MISS MARY CONGER,

MISS F. YOUNG, and others.

JAMES ATWATER, *President,*

JAMES CRUIKSHANK, *Corresponding Secretary.*

**ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY  
SUPERINTENDENTS.**

ANNUAL MEETING.

The Association of School Commissioners and Superintendents of City and Graded Schools, will meet in the Village of Geneva, on Monday, June 30, at 4 o'clock P. M.

*Monday, July 30, 1866.*

At 4 P. M., Organization.

At 4.30, Address by the President.

At 7.30, Report of Committee on Constitution and By-Laws.

*Tuesday, July 31, 1866.*

MORNING SESSION.—The following questions will be discussed: 1. Should common school teachers in the rural districts report directly to Commissioners, and upon what points?

2. Can a course of study be prepared that shall be adapted to the majority of all the common schools in the State?

3. How should school examinations be conducted?

4. Should not rate-bills be abolished?

AFTERNOON SESSION.—5. How should examinations of teachers be conducted?

6. What permanent records should be kept by teachers, other than those now required by law?

7. Does not the interest of common schools in this State demand the passage of a law creating a State Board of Education?

8. Miscellaneous Business.

JOHN W. BULKLEY, *President.*

C. T. POOLER, *Corresponding Secretary.*

MISCELLANY.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-seventh Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in BURLINGTON, VT., at the CITY HALL, on the 7th, 8th and 9th days of August, 1866.

The Board of Directors will meet at the AMERICAN HOUSE on the 7th, at 11 o'clock, A. M.

The public exercises will be as follows:

*Tuesday, August 7.*—At 2½ o'clock P. M., the meeting will be organized, and the customary addresses will be made; after which there will be a discussion upon the following subject: “*Our Schools—their influence on 1. Agriculture; 2. Commerce; 3. Manufactures; 4. Civil Polity; 5. Morals.*”

At 8 o'clock P. M., a Lecture, by MOSES T. BROWN, of Cincinnati, on  
"Reading as a Fine Art."

Wednesday, August 8.—At 9 o'clock A. M., a Discussion. Subject:  
"Advantages of Graded Schools."

At 11 o'clock, a Lecture by MILO C. STEBBINS, of Springfield, Mass.

At 2½ P. M., a Discussion. Subject: "Education and Reconstruction."

At 8 P. M., a Lecture, by Prof. W. S. TYLER, of Amherst College.

Thursday, August 9.—At 9 o'clock A. M., a Discussion. Subject:

At 11 o'clock A. M., a Lecture, by Prof. S. S. GREENE, of Brown University.

At 2½ P. M., a Discussion. Subject: "Place of the Sciences and the Classics  
in a Liberal Education."

Governor BULLOCK will be present on Thursday.

A liberal reduction in their rates will be made by the hotels at Burlington. The charges will not exceed \$2 per day.

The citizens of Burlington generously proffer gratuitous entertainment to lady teachers in attendance.

Tickets from Boston to Burlington, and return, via Lowell and Vermont Central Railroad, at \$8.00 (one-half the usual rate). Excursion Tickets to Montreal and Indianapolis, at a low rate. The precise terms will soon be announced. Tickets may be had only of LANSING MILLIS, 5 State Street, Boston.

BIRDSEY GRANT NORTHROP, President.

C. A. MORRILL, Secretary.

Boston, June, 1866.

UNIVERSITY CONVOCATION.—The Third Anniversary of "THE UNIVERSITY CONVOCATION OF THE STATE OF NEW YORK" will be held at the Capitol, in the city of Albany, on Tuesday, the seventh day of August next, at 10 o'clock A. M., and is expected to continue three days.

The MEMBERSHIP, as originally constituted, includes

1. The members of the Board of Regents.
2. All Instructors in Colleges, Academies, Normal Schools, and the higher departments of Public Schools which are subject to the visitation of the Regents.
3. The President, First Vice President, and the Recording and Corresponding Secretaries of the New York State Teachers' Association.

Members who expect to attend are requested to inform the Secretary in advance, by post, and to call immediately on their arrival, at the Regent's Office (adjoining the State Library), and enter their names on the Register.

Board will be furnished at reduced rates, by several of the Hotels, including Congress Hall, the American Hotel, &c., and by private families. The terms will range from \$2.00 to \$3.00 per day. Membership cards, entitling holders to such reduced rates, will be furnished by the Secretary to those who desire them.

It is to be hoped that members will appreciate the importance of attending promptly, and come prepared for a session of three days. Every reasonable effort will be made to secure an interesting and instructive meeting of the Convocation.

S. B. WOOLWORTH, *Secretary.*

JOHN V. L. PRUYN,

D. J. PRATT, *Assistant Secretary.*

*Chancellor of the University.*

FLYING SHIP.—Dr. Andrews has made two ascents in New York with his new aerial ship, and has achieved but partial success. The machinery is yet very imperfect and requires much improvement before the purpose of its construction will be accomplished.

ALBANY.—The new board of School Commissioners have elected Mr. Henry B. Haswell, Secretary. Mr. Haswell was an efficient secretary when he held that post some years ago. We regret, however, that the new law does not provide for thorough and efficient supervision, and provide for the election of a superintendent with ample powers.

NATIONAL BUREAU OF EDUCATION.—The House has reconsidered the bill establishing a Department of Education, and passed it by a large majority. — *Washington Telegram, June 19.*

MORE ARCTIC EXPLORATION.—At the late anniversary of the Royal Geographical Society, in London, Sir Roderick Murchison referred to a project for the exploration of the northern coast line and interior of Greenland. One of the society's youngest associates, Mr. Whymper, already distinguished by his courage and self-reliance in surmounting the highest peaks of the Alps, has conceived the bold idea of penetrating along the surface of the Greenland glaciers into the interior of this snow-clad continent, he being convinced, from the great number of deer that find their way to the coast, that there are within the glaciers well grassed valleys and recesses. Mr. Whymper believes it is also possible to trace by land the extent of Greenland to the north, which was one of the main geographical objects of the late projected Polar expedition. He would be accompanied only by a well-trained Danish guide, who was ready at Copenhagen. A preliminary trip would be made next summer. This enterprise Sir Roderick considered as truly the *ne plus ultra* of individual British geographical adventure.

This is very nearly the plan devised by Dr. Kane for his last attempt.

INSPIRATION.—“There are times when the unknown reveals itself in a mysterious way to the spirit of man. A sudden rent in the veil of darkness will make manifest things hitherto unseen, and then close again upon the mysteries within. Such visions have occasionally the power to effect a transfiguration in those whom they visit. They convert a poor camel-driver into a Mahommed; a peasant girl tending her goats, into a Joan of Arc. Solitude generates a certain amount of sublime exultation. It is

like the smoke arising from the burning bush. A mysterious lucidity of mind results, which converts the student into a seer, and the poet into a prophet."

THE ATLANTIC CABLE expedition will set sail about the 1st of July. Four steamers are to be engaged in the enterprise — the Great Eastern, as on the previous voyages, carrying and paying out the cable, and the others acting as tenders to her, or looking after the submerged cable, which it is hoped may be recovered.

INSINCERITY.— "To live a life which is a perpetual falsehood, is to suffer unknown tortures. To be premeditating indefinitely a diabolical act; to have to assume austerity; to present a perpetual illusion, and never to one's self—is a burdensome task. To have to dip the brush in that stuff within, to produce with it a portrait of candor; to fawn, to restrain one's self, to be ever on the *qui vive*; watching without ceasing, to mask latent crimes with a face of healthy innocence; to transform deformity into beauty; to fashion wickedness into the shape of perfection; to tickle, as it were, with the point of a dagger, to put sugar with poison, to keep a bridle on every gesture and a watch over every tone, not even to have a countenance of one's own — what can be harder, what can be more torturing? The odiousness of hypocrisy is obscurely felt by the hypocrite himself. Drinking perpetually of his own imposture is nauseating."

A MAMMOTH.— A letter has been received from M. de Baer, of St. Petersburg, announcing the most interesting fact that a mammoth has been found in Arctic Siberia, covered with its skin and hair. The animal must have been literally kept packed in Arctic ice from one epoch to another. The discovery had been made so early as 1864 by a Samoyede in the environs of Taz Bay, the eastern branch of the Gulf of Obi. The news reached St. Petersburg at the close of 1865. With culpable slowness the Academy of St. Petersburg has only just sent the distinguished paleontologist, M. Schmidt, to investigate the matter, and especially to examine the contents of the stomach in order to discover what was the animal's natural food.

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PERSONAL.

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THE EDITOR of the *Teacher* has removed from Albany to Brooklyn. Correspondents will please take notice and address accordingly.

MR. GEORGE CRUIKSHANK, the veteran artist, for whose benefit a testimonial is on foot in England, has received the homage of French art and literature in the matter by the subscriptions of MM. Doré and Nadar and MM. Fourier and Michel.

JAMES CRUIKSHANK, LL.D., of this city, has been appointed by the Brooklyn Board of Education, Assistant Superintendent of Schools for that city, at a salary of \$2,500 a year. This is a capital selection for Brooklyn; but it takes from Albany a valuable citizen and one of its best educational minds. He has, as Editor of the *New York Teacher* and as a director in Teachers' Institutes, by study and experience, acquired a peculiar fitness for the duties of the position; which, added to his natural aptness for the work, his business tact, and gentlemanly bearing, gives assurance that the interests committed to him will be guarded with industry and skill. The Doctor leaves for his new field of labor to-day. Success attend him.—*Albany Evening Journal*, June 14.

MRS. SOMERVILLE.—Miss Frances Power Cobbe writes in the *Pall Mall Gazette* the following note:

"SIR: Permit me to add another and peculiarly interesting case to those cited by Dr. Forbes Winslow of intellectual vigor in advanced age. The venerable Mrs. Somerville, now in her eighty-seventh year, has just completed a vast work, embodying all the latest results of science in relation to the ultimate particles of matter. Those who have seen the MS. are assured that when the book appears this summer it will be found to surpass rather than fall short of the merits of the 'Physical Geography' and 'Connection of the Sciences' which half a century ago gave her the first rank among intellectual women."

AUGUSTUS G. COLE.—We are pained to record the decease of one who gave promise of such great usefulness, and whose many excellent qualities had endeared him to a large circle of friends. Mr. Cole was not less successful as an instructor than beloved and honored by those who enjoyed his friendship. He had been for several years principal of one of the public schools of the city of Albany.

At a meeting of the Principals of the Public Schools of the city of Albany, held at the rooms of the Board of Public Instruction, June 11, 1866, the following preamble and resolutions were unanimously adopted:

Whereas, our beloved friend and co-worker, AUGUSTUS G. COLE, has been removed from our midst by an All-wise Providence; and

Whereas, we, cherishing tender recollections of his many endearing qualities, and sorrowing that in the prime of his usefulness he has been taken from us, do earnestly desire to manifest our love for our departed friend and our respect for his memory; therefore

*Resolved*, That we most heartily sympathise with his bereaved family in the irreparable loss they have sustained, and with the large circle of friends who share it with them.

*Resolved*, That we will attend his funeral in a body.

*Resolved*, That these proceedings be published in the city papers and a copy thereof be transmitted to the father of the deceased.

WM. B. SIMS, Chairman.

A. F. ONDERDONK, Secretary.

REV. WARREN BURTON, well known as the author of "*Helps to Education*," and other valuable works, died last month at Salem, Mass., after a long and painful illness. His memory will be cherished.

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LITERARY NOTES.

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GREENLY'S AMERICAN CONFLICT.—The second volume of this work is expected to appear in August. Subscriptions are received by Mr. C. H. Gildersleeve, No. 1 Spruce street, New York.

OUR YOUNG FOLKS, for July, sustains the well-earned reputation of this standard juvenile magazine, whilst there is such adaptation both of subject matter and manner as to meet the wants of the young. There is a careful avoidance of little nothings in "By-baby-buntin" style.

JOURNAL DES SAVANTS.—There is a paper published in Paris — the *Journal des Savants* — which is two hundred years old, having been established in January, 1665. It is one of the most able and successful organs of science in the world.

AFRICAN EXPLORATIONS.—A new book on Africa by Mr. SAMUEL WHITE BAKER, said to be of very great interest, has just appeared in England. Mr. BAKER believes that he has "completed the Nile sources, by the discovery of the great reservoir of the equatorial waters, the Albert N'yanza, from which the river issues as the entire White Nile." The republication of his volumes in this country will be looked for with great interest.

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BOOK NOTICES.

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LESSONS ON THE GLOBE, *Illustrated by Perce's Magnetic Globe and Magnetic Objects.* By MARY HOWE SMITH, *Teacher of Geography in the Oswego Normal and Training School.* New York: Charles Scribner & Co., 1866, 12mo, pp. 54.

The favor with which Perce's globes have been received, and the new interest they are calculated to awaken among young students of geography, make some manual for teachers a necessity. Mrs. Smith has prepared a most acceptable book. In easy familiar style, and after the manner of object lessons, she leads the child (rather the teacher, in the child's interest), step by step to the recognition of the phenomena which the terrestrial globe is intended to illustrate. This little book will commend itself to general favor.



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BUFFALO, N. Y.

# NEW YORK TEACHER.

NEW SERIES.] AUGUST, 1866. [VOL. VII, No. 11.

## New York State Teachers' Association.

TWENTY-SECOND ANNUAL MEETING.

First Day.

GENEVA, July 31, 1866.

The State Teachers' Association met in Linden Hall, at 4 P. M., and was called to order by JAMES ATWATER, Esq., President. An opening ode was beautifully and eloquently rendered by the Geneva Musical Association under the direction of Professor MUNSON of the Rochester Musical Institute. Prayer was offered by Rev. Dr. W. H. GOODWIN, of Geneva.

The Association was then most heartily welcomed by Hon. George B. DUSENBERRE. He spoke as follows:

### MR. DUSENBERRE'S WELCOME.

*Mr. President, Ladies and Gentlemen of the State Teachers' Association.*

In behalf of our President and Trustees I tender you the use of this beautiful hall during your stay with us, and in their behalf I welcome you to this, the queen village of the Empire State. And you, ye patrons and friends of this Association, dedicated to the advancement of the great educational interests of the proud old loyal State of New York, I greet you well.

In behalf of the Board of Education, of which I have the honor of being President, and of which I have been many years an humble member, I bid you God-speed in your high mission as American teachers; and when I say American teachers, I mean in the broadest and truest sense of the term, those who are to develop American ideas, such as shall tell upon our destiny for weal, whether individual or national.

Born the child of liberty, baptized in the world's best blood, and I trust regenerate, America is, and I hope must ever be, the friend of the scholar-Christian and the Christian-scholar.

In the name of our country, then, I bid you take a higher stand than ever before, and in the name of humanity and of God, I bid you look aloft. Let your motto be, as it appropriately ought to be, Excelsior. Take

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higher ground in the work before you, in the development of the American man and woman — physical, intellectual, moral and religious. And whether it be your mission to educate a third Ulysses or a future Florence Nightingale, or whether it be yours to take the lowly up but one step on the ladder, that leads to honor and glory, and God, I bid you abate “no jot of heart or hope, but still bear up and steer right onward.”

While the husbandman is gathering in the fruits of his yearly toil, and while the harvester's song is joyous, it is meet that you should bring up hither the fruits of your yearly toil, and see whether it chance to be of wheat or some other grain.

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I bid you then, one and all, be friends of liberal education. I do not mean this in the ordinary sense of the phrase, but I mean that you should be friends of educating all liberally, but well.

Do not be of that narrow, bigoted class that would have one kind of education for persons of one color, and another kind for those of another color; or of that other meaner class that would have one kind of education for males, and another kind for females. Who believes in a division of the mental faculties according to the sexes? A female memory, imagination or reason would be singular indeed (although perhaps a female *will* might not). And I have yet to learn the name of that true philosopher who has dared to make such distinctions, although many fools have tried in vain.

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Dr. CRUIKSHANK from the Standing Committee on the Condition of Education, presented the following report :

REPORT ON THE CONDITION OF EDUCATION.

The Standing Committee on the Condition of Education, respectfully report :

The latest statistics of Education in this state cover the school year ending September, 30, 1865, and embrace the last six months of the war for the Union. Any data drawn from them therefore, can not be taken as evidence of the legitimate condition of education in the state, nor as evidence of the sentiment of the people in regard thereto. It remains, therefore for your committee to cite only such items of these statistics, as will show advance even under the most unfavorable circumstances ; to state such facts as they have been able to glean in regard to the current working of the schools, and make suggestions touching such points as they deem demand the attention of this association.

The school system of the state, though still lacking in several important points, is ample enough to secure education to every child, whilst in state beneficence it may challenge comparison with that of any of our sister states. It fails chiefly in two particulars. 1st, That it practically leaves to incorporated institutions and to private beneficence and private enterprise the work of providing for the higher education of our youth ; and 2d, Whilst nearly a million and a half of dollars are annually drawn from the public treasury, it fails to exact of the people of the local districts, the performance of their part of this implied compact to furnish free education to every child, and see that none are necessarily debarred, by the criminal neglect, indifference or parsimony of parents, from the enjoyment of this inestimable boon.

The system of academic instruction under the management of the Regents of the University, has for seventy years done noble service in the educational cause, and given our state a proud preëminence. The free high school would perform a better service *now*, and be more in harmony with the views of public education entertained by the wisest of our educators. We are not, however, of the number, who counsel the inauguration of measures of doubtful utility, and we would deprecate any policy which would impair their usefulness, without supplying more effective agents to do their work. In regard to some of them, the question has already been solved by their reorganization as union Free Schools ; and the University Convocation will do much, in its annual sessions, towards enlarging and liberalizing the policy of academical institutions. If wise counsels prevail, the day is not distant when they will all be free ; and it is believed that no precipitate action on the part of this association is now needed. It is only a question of time, and of the removal of such disabilities as stand in the way of the expression of the most enlightened policy.

The time is ripe for the final blow that shall strike away forever that relic of selfishness and barbarism—the rate bill. The necessity of this

action is no longer an open question. It has long enough been a clog upon our system of public education. No teacher who has had any experience in our rural schools, or who knows any thing of their history need be told how affectually it dampens the most earnest spirit of educational enterprise, standing in the way of enlightened and liberal policy in the employment of competent teachers, and is a perpetual bid for cheap and inefficient teachers; whilst it is the rule rather than the exception, that it withdraws attendance, or makes it irregular and fitful, and operates directly to abbreviate the term of school. Let the influence of this association be but exerted to secure the enlistment of a few earnest men in our next legislature in favor of Free Schools, and we shall take our place side by side with our most enlightened sister states. It will be a day of glory and of joy, to every earnest and sincere educator, when the jubilee of free schools is ushered in.

The record of attendance upon the means of instruction shows, that the average daily attendance of pupils is less than 50 per cent. of those enrolled during the year, and, making due allowance for those young children who from any cause are prevented from attending, and those over 16 or 17, whose common school education is completed, or whom necessity compels to forego further instruction, it is notorious that a large number due at the schools, never enter their doors.

Non-attendance, irregularity, and tardiness are evils, public as well as individual in their effects, that demand remedy. Other means have failed, and are likely to fail until there is the general appreciation of the value of our schools, which universal education alone can create.—We must try compulsion. If the state has a right and if it is her duty to provide the means of free education, she surely has the right and it is her duty to protect, against themselves and against the injustice of parents and guardians, the throng of truants who run our streets in idleness, and the army of little ones pressed into labor to save a paltry pittance to the hand of grasping avarice, that would barter their souls for gain.

The new school law of California provides that children under eight years of age shall be confined to the school room but four hours a day, and that the sessions of all schools, the average ages of whose pupils do not exceed eight years, shall be restricted to four hours. A provision similar to this might safely be adopted in this state, and the sessions of the primary schools in our cities should certainly not exceed three or four hours. If it be thought that this will give the primary teachers too little work to do, the classes might be divided and alternate by half days. There would then be none too much room, nor would the classes be too small.

The legislature of last winter passed two important school acts — one providing for the taking of sites for school houses on appraisal. This will result in the securing of commodious sites in many districts, where formerly not a foot of available ground could be obtained. Under its auspices, new school houses are springing up, with comfortable play grounds, and the taste and liberality of the people, as well as the comfort and welfare of the children can not be but largely improved.

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The Standing Committee on the Condition of Education, respectfully report :

The latest statistics of Education in this state cover the school year ending September, 30, 1865, and embrace the last six months of the war for the Union. Any data drawn from them therefore, can not be taken as evidence of the legitimate condition of education in the state, nor as evidence of the sentiment of the people in regard thereto. It remains, therefore for your committee to cite only such items of these statistics, as will show advance even under the most unfavorable circumstances ; to state such facts as they have been able to glean in regard to the current working of the schools, and make suggestions touching such points as they deem demand the attention of this association.

The school system of the state, though still lacking in several important points, is ample enough to secure education to every child, whilst in state beneficence it may challenge comparison with that of any of our sister states. It fails chiefly in two particulars. 1st, That it practically leaves to incorporated institutions and to private beneficence and private enterprise the work of providing for the higher education of our youth ; and 2d, Whilst nearly a million and a half of dollars are annually drawn from the public treasury, it fails to exact of the people of the local districts, the performance of their part of this implied compact to furnish free education to every child, and see that none are necessarily debarred, by the criminal neglect, indifference or parsimony of parents, from the enjoyment of this inestimable boon.

The system of academic instruction under the management of the Regents of the University, has for seventy years done noble service in the educational cause, and given our state a proud preëminence. The free high school would perform a better service *now*, and be more in harmony with the views of public education entertained by the wisest of our educators. We are not, however, of the number, who counsel the inauguration of measures of doubtful utility, and we would deprecate any policy which would impair their usefulness, without supplying more effective agents to do their work. In regard to some of them, the question has already been solved by their reorganization as union Free Schools ; and the University Convocation will do much, in its annual sessions, towards enlarging and liberalizing the policy of academical institutions. If wise counsels prevail, the day is not distant when they will all be free ; and it is believed that no precipitate action on the part of this association is now needed. It is only a question of time, and of the removal of such disabilities as stand in the way of the expression of the most enlightened policy.

The time is ripe for the final blow that shall strike away forever that relic of selfishness and barbarism—the rate bill. The necessity of this

action is no longer an open question. It has long enough been a clog upon our system of public education. No teacher who has had any experience in our rural schools, or who knows any thing of their history need be told how affectually it dampens the most earnest spirit of educational enterprise, standing in the way of enlightened and liberal policy in the employment of competent teachers, and is a perpetual bid for cheap and inefficient teachers; whilst it is the rule rather than the exception, that it withdraws attendance, or makes it irregular and fitful, and operates directly to abbreviate the term of school. Let the influence of this association be but exerted to secure the enlistment of a few earnest men in our next legislature in favor of Free Schools, and we shall take our place side by side with our most enlightened sister states. It will be a day of glory and of joy, to every earnest and sincere educator, when the jubilee of free schools is ushered in.

The record of attendance upon the means of instruction shows, that the average daily attendance of pupils is less than 50 per cent. of those enrolled during the year, and, making due allowance for those young children who from any cause are prevented from attending, and those over 16 or 17, whose common school education is completed, or whom necessity compels to forego further instruction, it is notorious that a large number due at the schools, never enter their doors.

Non-attendance, irregularity, and tardiness are evils, public as well as individual in their effects, that demand remedy. Other means have failed, and are likely to fail until there is the general appreciation of the value of our schools, which universal education alone can create.—We must try compulsion. If the state has a right and if it is her duty to provide the means of free education, she surely has the right and it is her duty to protect, against themselves and against the injustice of parents and guardians, the throng of truants who run our streets in idleness, and the army of little ones pressed into labor to save a paltry pittance to the hand of grasping avarice, that would barter their souls for gain.

The new school law of California provides that children under eight years of age shall be confined to the school room but four hours a day, and that the sessions of all schools, the average ages of whose pupils do not exceed eight years, shall be restricted to four hours. A provision similar to this might safely be adopted in this state, and the sessions of the primary schools in our cities should certainly not exceed three or four hours. If it be thought that this will give the primary teachers too little work to do, the classes might be divided and alternate by half days. There would then be none too much room, nor would the classes be too small.

The legislature of last winter passed two important school acts—one providing for the taking of sites for school houses on appraisal. This will result in the securing of commodious sites in many districts, where formerly not a foot of available ground could be obtained. Under its auspices, new school houses are springing up, with comfortable play grounds, and the taste and liberality of the people, as well as the comfort and welfare of the children can not be but largely improved.



The other law, providing for four new normal schools, has already met with answering response from a number of localities, vying with each other in the liberality of their proposals for the location of a new school. When the commission shall have decided upon their locations, they will without doubt speedily go into operation, augmenting greatly the educational force of the State. It appears to your committee that such an arrangement should be made that at stated times during the year, the normal school faculties should be employed in giving instruction in institutes, thus affording to inexperienced teachers, and such others as have not had the benefit of professional training, some notion of the more improved methods these schools are designed to foster.

The annual report of the Superintendent of Public Instruction gives a most encouraging account of the influence and value of Teachers' Institutes; and the observation of your committee, as well as the reports they have received from other sources, corroborates his statement. There are, however, disabilities still in the way, some of which may be remedied, and doubtless will be in part the present year. Among these may be named :

1. That the expense of attending the annual institute draws so largely upon the miserable pittance which teachers receive for their services, that many who desire to attend are compelled to forego the privilege.

2. The institutes are held for the most part during the months of September, October and November, when skillful instructors, who are in charge of regular schools can not be spared in the work, except (as is the case in a few honorable instances), in their own county.

3. The salaries of School Commissioners are too meager for any one to expect from them that amount of preparatory labor and personal effort with school officers and teachers necessary to give the best efficiency, and it must regretfully be added, there are many whom no influence short of compulsion can avail to enlist in any public measure for their own improvement or the good of the cause.

During the years of the war, there was a marked decay in County Teachers' Associations, partly from the general absorption of the public mind in the great question of our national existence, and partly from the fact, that in many counties the most active and intelligent of our young men were drawn away to the field. It is believed that the associations have commenced to exhibit new vigor, and it is hoped that they may speedily attain to more than their former efficiency.

In Indiana and several other of the states, conventions of school trustees have been established, much to the advantage of the schools, and have achieved a good degree of popularity. It is believed that no other measure could be recommended whose realization would be fruitful of more salutary reforms. We trust that teachers and school commissioners will use their influence for the organization of such associations.

The revised school law touching the establishment of Union Free Schools, has given a great impulse to this movement. Your committee have no

statistics at hand, but it is believed that within the past year, nearly as many such schools have been organized as in all of the twelve years preceding; and the citing of such statistics is unnecessary to show their efficiency.

The wages of teachers have increased, but from a change in the basis of reporting, and from the manifest inaccuracy of the statistics themselves, no perfectly reliable figures can be given. Accepting such as we have, and the average, in cities is \$13.17 per week; in rural districts, \$5.49.

We regret that the fact must still be reported, that small as are the wages of male teachers, those of females are beyond all reason comparatively much smaller. It is not the province of your committee to report at length upon this topic, but we note it as an evil, which we believe to be both the effect and the continued cause of almost innumerable evils and injustice.

There is a steady comparative increase in the number of female over that of male teachers, the figures of 1864 and 1865 being as follows:

	Males.	Females.	Total.
1864, .....	5,707	21,181	26,888
1865, .....	4,452	22,017	26,469

It is much to be regretted that there is no uniform system of reporting. Indeed, taking into account the wholesome emulation, which evidences of progress in one city or state is calculated to produce in others — it is one of the serious drawbacks to educational progress that few reliable statistics can be obtained, and we have come, and sometimes with reason, to look upon the crude generalities the annual reports afford as at least highly colored statements of the facts they affect to give. And when this is not the case, the bases of the statistics differ so widely, that comparative statistics are out of the question.

We look forward hopefully to the passage by Congress of the ordinance for the establishment of a National Bureau of Education, which whilst it shall encourage and promote universal education, shall also provide for uniformity in methods of reporting. The bill before the present Congress was defeated in the House, but subsequently reconsidered and passed by a vote of 80 to 44. We have not thought proper to make a digest of the provisions of this bill, as they are doubtless well known to the members of the association and should command our united support.

It is matter of serious concern, that while there is a growing appreciation of the necessity for the culture of the schools to fit our young men for the various pursuits of business, the tendency is strongly utilitarian; and schools of special training have rapidly multiplied, and are liberally supported. Not a few among our leading men, are advocates of this so-called practical education, and one of our most influential public journals has for years been its champion. The material demands of business swallow up all other interests. Boys long to be men, and dreams of wealth and the charm and bustle of business put aside all hope of thorough culture. The law school turns out ambitious disciples of Blackstone in a single

term; the Medical College in six months transforms the rustic lad fresh from the plow and the farm yard, into a disciple of Galen, and the Commercial College cheats the world of scholars to make quick accountants and elegant penmen. The tendency of the American mind is already so decided in this direction, that restraint rather than stimulus is needed, and its many-sidedness would seem to indicate that more than any other people we need a style of public education that shall give breadth, solidity, rather than the superficial culture, whose interest can beforehand be reckoned at a stated income.

Chief of all, must be noted the fact, that such utilitarian education produces, and from the nature of things must produce imperfect, one-sided development, instead of the broader manhood which is the fruit of enlarged and liberal culture in all the branches of learning — or we might say, of the culture in due degree of all the faculties of our complex and mysterious being.

A wide spread evil in connection with our schools, complicated in its nature, and for which we can look for no immediate remedy, is found in a very general employment of cheap and unqualified teachers. There is never a dearth of this class,—some too ignorant to know the nature of their duties, and scarcely, in a knowledge of the subjects, in advance of those whom they are employed to teach; some too indifferent of success or reputation, and too recreant to their trust to seek for any personal progress. These last are content to rest in the past, and no generous professional spirit ever seems to animate them.

After making all due allowance for influences brought to bear upon examining officers to deal leniently with such, we believe it is in their power, as it certainly is their duty to refuse licenses to the notoriously incompetent, and to continue licenses to those only whose professional zeal and growth clearly entitles them to be recognized as live teachers. The ultimate remedy will be found, however, in supporting the means for the training of a better class, and in the creation of a public sentiment that shall demand the best. We presume that this and its related subjects will receive attention at the hands of the committee on professional certificates.

It is the opinion of your committee, after careful inquiry, that great disparity exists in different and even neighboring counties in the examination tests of candidates, and we respectfully suggest that the school commissioners, or the Superintendent of Public Instruction should establish a uniform method and a standard scale of qualification for different grades of certificates. We are not prepared to suggest any means other than the thorough organization and support of institutes and normal schools, and the issue, upon examination and proof of creditable success in teaching, of professional certificates to remedy the evil so justly complained of, of the transient and non-professional character of our teachers. Nevertheless we do not desire that the vocation should be dragged in among the other professions to meet with like dishonor, and be represented so largely by those

whose sole title to rank is found in the sheepskin that bears their name, and the cabalistic "*Omnibus has literas.*"

The fearful civil war through which we have passed, and out of which has come a growth of national strength and honor, has thrown upon educators a stupendous work. We have not only failed in our full duty at home, but the area of our field of labor has been widening, and freedmen, and freemen too now also for the first time made free, call for light. We must heed this call, and in what way we may labor with hands, head and hearts, till shall be realized that glorious ideal, the true corner stone of a free republic, universal education.

Amid all the discouragements in the way of public education in our state, we are unquestionably making great gains, and the amount actually spent during the last fiscal year (nearly \$6,000,000), for the maintenance of public schools, is a proud record for our noble state.

In conclusion, by way of recapitulating some of the views presented in this report, your committee respectfully submit the following resolutions :

1. *Resolved*, That it is the duty of the state to provide for the free education of all the children within her borders, by the establishment of a system of free schools, from the primary school to the university.
2. *Resolved*, That a judicious law should be enacted and enforced for the prevention of truancy and irregularity of attendance upon the schools, and that parents should not be permitted, unless for the most cogent reasons, to withdraw their children from school.
3. *Resolved*, That this association recommends the incorporation of academical institutions with the common schools, as the free high school departments of the same.
4. *Resolved*, That the number of school hours for the younger children in our schools should be lessened, and that we recommend frequent recesses, and the most ample provision for healthful recreation.
5. *Resolved*, That we heartily commend the action of the legislature for the establishment of more normal schools, and that we believe that a part of the public funds, especially the \$55,000 now annually appropriated for libraries, might be judiciously expended for the support of teachers' institutes and the encouragement of associations.
6. *Resolved*, That the salaries of the school commissioners should be largely increased, and that the entire time of those officers should be devoted to the specific duties of their office.
7. *Resolved*, That the practice of paying our teachers, especially our female teachers so meagerly, is due in great degree to the usurpation of the post of instructor by so many young persons of insufficient qualification who underbid those of culture and experience, and that we urge upon examining officers the creation of a higher standard in the examinations, and a more rigid enforcement of its demands.
8. *Resolved*, That we approve of the establishment of a National Bureau of Education, and that a committee of three be appointed to prepare a suitable memorial addressed to the senators and representatives of this State in the National Congress, urging their support of the measure.
9. *Resolved*, That we recommend teachers to use their influence to promote conventions of school officers and parents, in behalf of public instruction.

10. *Resolved*, That we deprecate the growing tendency of the times towards special education, to the neglect of regular and systematic training in all the branches of a liberal culture.

Respectfully submitted,

JAMES CRUIKSHANK,  
JAMES W. BARKER, } Committee.  
C. M. HUTCHINS,

On motion the report was accepted and laid on the table for subsequent discussion.

Professor MUNSON was called, and rendered very effectively a serenade with piano accompaniment.

Rev. WILLIAM C. WISNER, D.D., of Lockport was then introduced, and delivered an address on *The Great Responsibility of Teachers at the Present Crisis in the Republic*.

Mr. CLARK then sang "The world would be the better for it."

Adjourned.

#### Second Day—Morning Session.

The association was called to order by the President at 9 o'clock. After the singing of a hymn by the audience, the Rev. Mr. Rogers of Geneva offered prayer.

A class of young ladies then sang a "Good Morning Song."

The report on curriculum of studies was passed over for the time, and on motion, the report of the Committee on condition of Education was taken up.

The resolutions were read.

The first resolution was adopted.

The second resolution was taken up for discussion. Mr. BARRINGER inquired, if there is not already a truant law.

Mr. BARR moved to strike out all that part after "irregularity of attendance."

Mr. BARRINGER spoke in support of the second part of the resolution. But the truant law is not now enforced.

Mr. CRUTTENDEN endorsed the resolution. The state may not compel me to pay for the support of schools, if my neighbors fail to send their children. It is necessary for my protection that the children should attend. Gave an instance of the effect of such a power to prevent truancy.

Dr. THOMSON spoke in support of the resolution.

Laid on table to be taken up after regular order of business.

Mr. DUNHAM, from the Committee on Auxiliary Associations, reported as follows:

The committee to whom was assigned the duty of reporting amendments to the constitution providing for auxiliary associations, respectfully present the following resolutions:

*Resolved*, That the Corresponding Secretary of this Association be and is hereby requested to prepare and send a circular to each school com-

missioner throughout the state, urging the formation of county or commissioner district associations.

*Resolved*, That all persons holding unexpired certificates of qualification to teach public schools in this state, should be entitled to membership in such associations.

*Resolved*, That the president and secretary of each such association should be considered as entitled to seats in this association with the right to participate in the deliberations thereof, except that they should not have the right to vote or serve as members of any committee thereof, until after signing the constitution thereof, and paying the annual fee prescribed therein.

ISAAC W. DUNHAM,  
S. D. BARR,  
B. M. REYNOLDS.

Mr. REYNOLDS of Lockport was elected assistant secretary.

Persons present from other states were on motion invited to seats in this body.

The report of Mr. DUNHAM was accepted. The report was taken up by articles.

The first resolution was adopted.

The second resolution was after discussion laid upon the table.

The third resolution was laid upon the table.

Song by a class of little girls.

Prof. BAKER of Buffalo, on invitation, favored the association with a piece on the piano.

Dr. FRENCH's lecture was on motion postponed till 2 p. m., and the resolutions attached to the report of the committee on Condition of Education were taken up.

The second resolution was adopted.

Mr. BARR offered the following substitute for the third resolution:

*Resolved*, That this Association recommends the formation of academical departments in the public schools of this state, in all cases where the number and advancement of the pupils shall render it practicable.

The substitute was adopted.

The fourth resolution was taken up.

Dr. TOWNSEND advocated three hours for primary pupils.

Discussions ensued participated in by Messrs. TOWNSEND, CRUKSHANK, BARRINGER.

Mr. BARKER spoke eloquently of the necessity that teachers should be informed on the laws of health—to educate mentally, morally and physically, teachers must be intelligent upon the subject themselves.

Mr. DISBEE of Chenango favored the resolution.

Mr. BULKLEY gave a picture of the packed condition of the primary schools in cities and the evils arising therefrom. He argued that no definite time or manner can be established that shall suit all cases. It is murder outright that these little ones should be so long compelled to breathe a tainted atmosphere. We ought to pass this resolution unanimously.

The resolution was adopted unanimously.

On motion of Dr. CRUIKSHANK debates were limited during the remainder of the session to five minutes, and no one to speak more than once to the same question without permission.

The fifth resolution was taken up.

Mr. SMYDER offered as a substitute, that the library money be appropriated to the purchase of school apparatus.

Mr. CRUIKSHANK spoke in support of the original resolution.

Mr. BARR offered the following as a substitute:

*Resolved*, That we commend the action of the legislature at its last session, in relation to normal schools, and heartily approve of all the provisions of law adopted by it for the formation and support of such schools, and further, that we urge upon the Board of Commissioners appointed for the location of such schools, the importance of acting decisively upon the subject at as early a day as shall be practicable.

*Resolved*, That this Association commends the action of the legislature in making appropriation for the support of Teachers' Institutes, and that, in our judgment, the appropriation for such purpose should, in the future be very largely increased.

Mr. CLARK, of Canandaigua, favored Mr. BARR's resolution.

Prof. JEWELL believed a great mistake had been made in the matter of normal schools. We should understand the action of the legislature before we commend it. Normal Schools should be only gradually increased.

Mr. BARR compared Massachusetts with her four normal schools and meager population with New York that has only two. The twenty or thirty applications already received and the liberal sums offered are evidence that more schools are needed.

The substitutes were adopted. The remainder of the resolutions were laid on the table for the present. Adjourned.

#### AFTERNOON SESSION.

The Association met at half past two, the president in the chair.

The exercises were opened with a song by Miss FRANKIE KELLOGG — "Consider the Lilies."

Dr. JOHN H. FRENCH, of Albany, delivered a lecture upon the Physical Geography of New York.\*

At the conclusion of the lecture, on motion of Dr. WOOLWORTH, the thanks of the association were returned.

Song by a quartette of the choir. Followed by a Duet, "She sleeps in the Valley."

Prof. W. B. RISING, of Michigan University, read a paper on the Claims of the Natural Sciences.

Prof. S. G. WILLIAMS, of Ithaca, then presented a paper on the same subject.

Miss H. L. D. POTTER of Packer Institute, Brooklyn, on invitation, recited "May Morning," and "The Boatman's Song."

Adjourned.

\* This lecture will appear in our next.

EVENING SESSION.

The association met at 7½ o'clock, and was opened by Solo and Chorus — "I will set Watchmen upon thy Walls"— by the select choir.

The Rev. L. MERRILL MILLER, D.D., of Ogdensburgh, was then introduced and delivered an address on *Defects in our Common School Teachers*.

In the midst of the Address a false alarm of fire disturbed the audience, when Prof. MUNSON sung "Star of the Evening."

Miss POTTER, by request, read *High Tide*, by Jean Ingelow.

A Poem, entitled *Faith*, by Miss MARY A. RIPLEY, of Albany, was read by Dr. CRUIKSHANK.

Singing — Quartette.

Mrs. A. T. RANDALL of Oswego, then read "The Burning Prairies," and was followed by a Song — Quartette.

Adjourned.

Third Day — Morning Session.

The Association met at 9 o'clock. Opened with singing — chorus, "I will lift up mine eyes unto the hills."

Prayer was made by Rev. A. B. RICHARDSON.

"When the morning first dawns," by a class of young girls, was very sweetly and finely rendered.

The President read a letter from Dr. DAVIES, regretting his inability to attend.

An announcement was made touching the proposed excursion to Freer's Glen, near Watkins.

The minutes were read and approved.

Mr. BULKLEY reported a board of editors for the TEACHER as follows:

- |                             |                               |
|-----------------------------|-------------------------------|
| JOHN W. BULKLEY, Brooklyn,  | A. G. MERWIN, Port Jefferson, |
| EDWARD NORTH, Clinton,      | MARY A. RIPLEY, Albany,       |
| SAMUEL G. WILLIAMS, Ithaca, | JOHN S. FOSDICK, Buffalo,     |
| EDWARD SMITH, Syracuse,     | DAVID BEATTIE, Dunkirk,       |
| THOMAS K. BEECHER, Elmira,  | EDWARD DANFORTH, Troy,        |
| ANDREW J. LANG, Waverly,    | JOSEPH JONES, Dansville,      |
| EMILY A. RICE, Oswego,      | JOHN C. MOSES, Dundee,        |
| JAMES H. HOOSE, Fulton.     |                               |

The chair appointed the following committee to nominate officers for the ensuing year:

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| JAMES B. THOMSON, | J. C. GALLUP,   | S. ARNOLD TOZEE, |
| JAMES CRUIKSHANK, | EDWARD SMITH,   | JAMES W. BARKER. |
| SAMUEL D. BARR,   | ALVIRAS SNYDER, |                  |

Mr. BULKLEY made an earnest appeal to the association, urging that the members were morally bound to the publisher to use every effort to sustain the N. Y. TEACHER.



Dr. CRUIKSHANK followed in a few remarks, stating its condition, and asking that it be suspended altogether or else liberally sustained.

Mr. HOOSE eloquently put the case of the relations of the association to their own organ.

On motion, the following committee to canvass for subscribers was appointed: M. M. Merrell, of Watertown; W. W. Bean, of Pike; Miss Rice, of Oswego; Miss Ripley, of Albany; Miss Elizabeth Stevens, of Honeoye; and Mr. Lang, of Waverly.

Mr. PATCHIN said he would be one of twenty to raise \$100. Volunteers were called for, and paid as follows;

IRA PATCHIN, (Erie county),	\$5 00	EDWARD DANFORTH, Troy,	\$5 00
JOHN W. BULKLEY, Brooklyn,	5 00	DAVID BEATTIE, Dunkirk,	5 00
SAMUEL D. BARR, Albany,	5 00	WM. N. BARRINGER, Troy,	5 00
JAMES W. BARKER, Buffalo,	5 00	JAMES ATWATER, Lockport,	5 00
JAMES H. HOOSE, Fulton,	5 00	VICTOR M. RICE, Buffalo,	5 00
JAMES B. THOMSON, New York,	5 00	A. G. MERWIN, Port Jefferson,	5 00
ALVIRAS SNYDER, Etna,	5 00	THOMAS MCKINDLY, Saratoga,	5 00
ANDREW J. LANG, Waverly,	5 00	D. S. HEFFRON, Utica,	5 00
SAMUEL G. WILLIAMS, Ithaca,	5 00	CHARLES T. POOLER, Deansville,	5 00
M. M. MERRELL, Watertown,	5 00	WARREN HIGLEY, Aurora,	5 00
J. C. GALLUP, Clinton,	5 00	HON. G. B. DUSENBERGER, Geneva,	5 00

The association was then favored with music on the harp by Mr. WILLIAM A. MILES, of New York.

A paper in nature of a report, on the *Establishment of an Educational Exchange*, was read by Dr. CRUIKSHANK.—The report was accepted and its recommendation adopted.

#### AN EDUCATIONAL EXCHANGE.

The value to the Present and the Future of the events and achievements of the Past, is, in an important sense in proportion to the accuracy with which those events and achievements are chronicled and the care with which they are preserved. The esteem in which ancient books and manuscripts are held, attests this; yet we are so apt to forget the recent past in the stirring demands of the present, that, ere we are aware, its records are lost, and the future becomes sadly a loser by this neglect.

The author of this paper, while endeavoring during the past year to complete files of educational documents for the Department of Public Instruction, and for his private library, has been amazed to find how completely certain numbers of almost every series of school reports and school journals have been exhausted, and how impossible, with the means at his command, to complete files. Of the District School Journal, it may be questioned whether there are five complete files in the State. I know of but one. The Teachers' Advocate and Journal is also scarce, and even a complete

set of the TEACHER is difficult to be obtained. Horace Mann's Reports as Secretary of the Massachusetts Board of Education have commanded as high as \$25, and I know of no copy which can now be obtained at that price. The Department of Public Instruction of this State had no complete file of its own reports, further back than 1858, until by great effort and expense a single set from 1840 was obtained in the way before indicated.

It is the object of this paper, to propose the establishment of an Educational Exchange for the collection and distribution of odd numbers and volumes of rare educational books and pamphlets. Many such are in single numbers or broken volumes scattered throughout the country, and are of little comparative value to most persons into whose hands they have fallen. These might, through such an Exchange, be collected, collated and preserved, and held subject to such orders as should bring together complete sets for permanent preservation.

Had a movement of this kind been inaugurated before the war, thousands of valuable pamphlets might have been preserved, which have found their way to the paper-makers.

It is also suggested that the Exchange might be a depository of old school books, and of current educational publications.

There might also, as shall seem judicious, be added something in the nature of an agency to supply teachers with schools, and schools with teachers—free to those who are members and contributors to the Exchange.

It is proposed that this Educational Exchange be connected with the office of the corresponding Secretary, and under the management of the Board of officers of this association, and that its public business be carried on through the *New York Teacher*.

The Corresponding Secretary, charged with the care and duties of the business, shall report annually in detail. His accounts shall be audited by the finance committee, and he shall be allowed such compensation, according to the services performed, as the auditing committee shall determine.

Regular membership shall be fifty cents per annum, and shall entitle to simple announcements of books wanted and for sale, and to exchange (including necessary correspondence) without commission. A fixed rate shall be charged for general advertising, for books or pamphlets wanted or offered for sale or exchange.

Donations shall be solicited, and the officers, in their discretion shall make such collections as in their judgment will further the object herein set forth.

From time to time, shall be published lists of books and pamphlets on hand, and such measures shall be taken as to awaken and keep alive an interest in matters of this nature.

It is recommended that the corresponding Secretary be empowered to make such arrangement with the University Convocation, or with a committee of that body as to secure their coöperation.

Miss POTTER then read from St. Paul's "Charity;" Reading Class in "Gray's Elegy." She finished by reading "Anabel Lee."

The committee on *Improved Methods* in lieu of a formal report, presented an object lesson, conducted by Miss ELLEN SEAVER, of Oswego.

The following is a sketch of the lesson :

LESSON ON THE MUSTARD AND CATNIP PLANTS.

POINT—The differences of the two plants.

METHOD—The teacher presented several specimens of each kind. The class named them and stated the fact, that differences existed between them. They were then required to find any difference. The difference in color of the blossom was observed and stated as found in the summary.

They examined the stems next and found one to be four sided, and covered with short white fur or down. The terms down and fur were given by the class. The other stem was found to be round and smooth. These ideas were embodied in sentences as found in the summary and written on the board.

The leaves of one were found to be scalloped and downy, those of the other were said to be pointed. These points were represented on the board and the class said they looked like the edge of a saw; that those points in the saw are called teeth, after which, they said these points of the leaf might be called teeth. The term *toothed* was obtained from this idea. They found these leaves to be smooth. Teacher represented on the board the stems of the plant with one leaf, and desired the class to say where the leaf nearest to that should be placed. The position was given correctly and the arrangement said to be opposite. The same was done to obtain the arrangement of the leaves in the mustard. Statements containing the ideas developed were given and written on the board. The summary was read from the board and the class required to give any difference that had been discovered. The teacher talked with the class about the probability of finding other plants resembling these, and desired to look for such examples.

The reason for the name catnip being given to the plant was given by class.

The children said they had read about the mustard plant in the bible and gave the substance of the parable.

*The Summary stood thus on the Board.*

The mustard and catnip plants.

The blossoms of the mustard plant are yellow, but those of the catnip are purple and white.

The mustard stem is round and smooth.

The catnip stem is four sided and downy.

The catnip leaves are scalloped, downy and grow opposite.  
The mustard leaves are smooth, toothed and grow one above the other.  
These plants differ in taste.

Duet by two young ladies, accompanied by Prof. BAKER on the Piano.

On motion of Dr. CRUIKSHANK a committee was appointed to prepare suitable resolutions on the decease of C. H. GILDEBSLEEVE.

The Chair appointed J. W. BULKLEY, J. S. FOSDICK, and Miss EMILY A. RICH.

Mr. CAVERT then read a paper on *The English Language and Literature as an Educational Force.*

Adjourned.

AFTERNOON SESSION.

The exercises were opened at 2½ o'clock, with a song by Prof. MUNSON.

The Treasurer reported the condition of the finances.

Dr. THOMSON offered the following resolution which was adopted.

*Resolved*, That a committee of three be appointed to memorialize the legislature of the Commonwealth for an annual appropriation of \$200, to aid in the accomplishment of the important objects of this Association.

The report of Committee on condition of Education was taken up and the 6th, 7th, 8th and 9th resolutions were adopted.

Mr. BARR offered the following as a substitute for the tenth resolution:

*Resolved*, That while we would encourage special education for the purpose of more fully preparing our youth for usefulness in the various fields of active duty, we do nevertheless, most sincerely and decidedly deprecate the growing tendency of the times towards special education to the neglect of thorough and systematic instruction in the branches of a liberal English Education.

Mr. RICE defended business colleges, and special education.

Dr. CRUIKSHANK spoke at length, urging the original resolution.

Mr. BARKER supported the same views.

Mr. BARR explained the nature of this resolution.

The substitute was adopted.

The sixth resolution was reconsidered, and Mr. BARR offered the following substitute which was adopted:

*Resolved*, That the best interests of common school education imperatively demand that school commissioners should devote all their time and energies to a thorough and faithful discharge of the duties of their office; and that we recommend to the legislature as an indispensable pre-requisite, that the salary attached to the office of school commissioner be immediately and largely increased.

Mr. VROOMAN from committee on time and place of next meeting reported that the association meet at Auburn the 3d week of July.

The question was divided and the 4th Tuesday was fixed as the time. Auburn was adopted as the place.

The resolutions (2d and 3d) respecting auxiliary associations were taken up and after discussion were both lost.

Song by a little miss, Lillie Anthony.

Miss POTTER recited "Sheridan's Ride."

Mr. DENISON moved that James G. CLARK be requested to sing.

The motion was laid on the table.

Mrs. RANDALL read "Roger and I."

Mr. BULKLEY from the committee appointed for that purpose, submitted the following resolution commemorative of our late associate, CHARLES H. GILDERSLEEVE :

WHEREAS, God in the mysterious dispensation of his providence, has suddenly called from the bosom of his affectionate family, from a large circle of appreciative friends, and from the activities of an engrossing business, our co-laborer, friend and brother, C. H. GILDERSLEEVE, therefore,

*Resolved*, That in the death of Mr. GILDERSLEEVE, the affectionate husband, the loving father, the warm-hearted and earnest Christian, the intelligent and successful teacher, and the honorable man of business, has passed away from earth, and all its cares and sorrows, to a better world, where all is joy unspeakable and full of glory.

*Resolved*, That while we mourn the loss of our loved friend, we rejoice in the bright example he gave of all that is lovely and of good report; that this providence should stimulate us to emulate his virtues, that through grace, we may with him receive the benediction of the GREAT TEACHER, of "Well done, good and faithful servant."

*Resolved*, That to the family of our brother, we tender our sincere condolence on their bereavement, and pray that God will be the husband of the widow and the father of the fatherless.

*Resolved*, That a certified copy of these resolutions be sent to the family of the deceased, and published in the *N. Y. Teacher*, and that the committee prepare a biographical sketch to be published in the same.

The report was adopted.

Pending the adoption of this resolution, Mr. Bulkley paid a just and elegant tribute to the memory of the deceased.

The resolutions were adopted.

Mr. CRUTTENDEN by unanimous consent offered the following :

WHEREAS, The Atlantic Cable has been successfully relaid, is now, and bids fair to continue to be, the connecting nerve between the nations of the old and those of the new world, and

WHEREAS, Every new achievement in the arts leads to new discoveries in the sciences, and thus enlarges the domains of knowledge, therefore,

*Resolved*, That we, the members of this Association, and teachers of the Empire State, do most cheerfully accept the new responsibilities devolved upon us.

*Resolved*, That in humble reliance on Divine aid, we will endeavor so to work, and so to influence others, as to make this new exhibition of human skill a new step toward that Millennial Period, for which our race is fitted, and to which it is destined.

*Resolved*, That we hereby tender our sincere congratulations to those who planned and those who executed this most wonderful of human achievements.

*Resolved*, That the genius exhibited in its designs, the skill shown in its construction, and the high courage displayed in its execution, are noble examples of the capabilities of our race; should be powerful incentives to men in all human pursuits, to plan and to labor as the sure means by which under Providence, all human enterprises are brought to successful issues.

The resolutions were adopted.

Professor OLIVER AREY of Albany, then read a paper upon the Functions of the Normal School.

Prof. JEWELL moved that the thanks of the Association be presented to Prof. Arey and the endorsement of the report.

He supported his motion by a reference to the imperfect preparation of candidates.

The resolution was adopted.

Dr. THOMSON, from the committee to nominate officers reported as follows ;

*President,*

S. G. WILLIAMS, of Ithaca.

*Vice Presidents,*

D. S. HEFFRON, of Utica,                      A. G. MERWIN, of Port Jefferson,  
WM. N. BARRINGER, of Troy,                D. C. RUMSEY, of Batavia.

*Corresponding Secretary,*

JAMES CRUIKSHANK, of Brooklyn.

*Recording Secretaries.*

JAMES W. BARKER, of Buffalo,            J. DORMAN STEELE, of Elmira.

*Treasurer.*

M. P. CAVERT, of Albany.

A ballot was ordered and the Chair appointed as tellers Messrs. BARRINGER, POOLER, HOOSE and MOREHOUSE.

During the ballot Dr. THOMSON offered the following :

*Resolved,* That a committee of three be appointed by the Chair, to report on the importance and practicability of adopting a decimal system of weights and measures, as standards for business and scientific purposes throughout our country.

On motion of Professor JEWELL, the Committee on Curriculum of studies was continued, to report next year.

The chair appointed on Decimal system, Dr. J. B. THOMSON, J. W. BARKER and Mr. HARRISON of New York.

Dr. CRUIKSHANK invited the members to attend the meeting of the National Teachers' Association at Indianapolis.

The President read a letter of invitation from Rev. B. G. NORTROP, the President of the American Institute of Instruction to attend the meeting of that body at Burlington.

Messrs. V. M. RICE, M. P. CAVERT and OLIVER AREY were appointed a committee to memorialize the legislature for pecuniary aid to this Association.

The persons named in the report of the committee were on counting the ballots, severally declared elected as officers of the Association.

Messrs. BARR and TOZER conducted the President elect to the Chair.

Mr. WILLIAMS in a few fitting words thanked the Association for the honor conferred, and gracefully alluded to the princely munificence of Hon. EZRA CORNELL, in the establishment of the CORNELL UNIVERSITY.

## 342 *Anniversary of the Teachers' Association.*

The Corresponding Secretary read a letter from Professor DAVIES, enclosing one from Mrs. EMMA WILLARD, which was also read.

Adjourned.

### EVENING SESSION.

Met at 7½ o'clock.

Mr. MERWIN, from the standing committee on resolutions, reported the following:

[General resolutions, and resolutions of thanks, to Trustees of the village, Citizens, Speakers, Clergy, Prof. Munson, Choir, Mr. Ellis, and others. We regret that we have received no copies of the resolutions, and cannot give them entire. ED.]

Mr. BARR offered the following resolution, which was unanimously adopted:

WHEREAS, The Hon. Ezra Cornell has, by the gift of five hundred thousand dollars, established upon a permanent basis the Cornell University, and, by so princely an endowment secured it against all future financial disaster, thus heralding the advance of free education in the highest departments of intellectual culture, encouraging and strengthening the friends of popular education; therefore,

*Resolved*, That we hail the Hon. Ezra Cornell as our brother and friend in the great cause of free popular education, and do hereby tender him our sincere and deepest thanks for the great and benevolent work which he has wrought for the Empire State; and do assure him that he has thereby enrolled himself for all time among the noblest sons of New York, and enshrined himself in our hearts as one of the warmest and wisest friends of humanity.

The reading of the minutes was dispensed with.

A song and chorus, "Like as a father pitieth his children" were most effectively rendered.

Rev. Dr. JACKSON, President of Hobart Free College, then addressed the Association, on *The Moral Atmosphere of the School Room*.

Quartette—"Beautiful Hills." The piece was loudly encored, and repeated.

Quartette of gentlemen—"The Two Roses."

The chair appointed as committee to memorialize Senators and Representatives on National Bureau: S. G. WILLIAMS, president; JAMES CRUIKSHANK, Corresponding Secretary; J. W. Barker, Recording Secretary.

Mr. SWEET, of Syracuse, read a poem, "Boarding Round."

Solo and chorus—"The Stone which the Builders refused."

The thanks of the association were extended to Dr. JACKSON for his address and to Mr. SWEET for his poem.

Senator FOLGER having been loudly and persistently called for, spoke briefly, but eloquently of the importance of this convention—the glorious purposes of which it is the exponent.

On motion of Mr. Barker, the following resolution was adopted unanimously.

*Resolved*, That the thanks of this association are eminently due, and are hereby tendered to our retiring President, Mr. JAMES ATWATER, for the able and impartial manner in which he has presided in this body during its session now closing.

Thanks were tendered to the *N. Y. Tribune*, *Rochester Democrat*, *Syracuse Standard*, and *Buffalo Courier*, for the full and correct report, of the proceedings of the association which have appeared in their columns.

On motion of Mr. Bulkley, the hearty thanks of the association were extended to Mr. W. H. VROOMAN, for his untiring labor in making preparation for the meeting and for his constant efforts during its sessions to provide for the comfort and entertainment of its members.

Mr. Vrooman was called upon and spoke briefly.

Mr. Bulkley upon invitation spoke with his usual fire and spirit, recounting the history and influence of this association.

The President made some appropriate closing remarks.

The vast audience then joined in singing Old Hundred, when the Benediction was pronounced by Rev. Dr. Jackson, and the association was declared adjourned.

The next meeting will be held in Auburn, commencing the fourth Tuesday in July, 1867.

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## Association of School Commissioners and Superintendents.

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### ANNUAL MEETING.

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GENEVA, July 30, 1866.

The Association met in the Union School Hall, Geneva, at 4 P. M., and was called to order by the President, JOHN W. BULKLEY, of Brooklyn.

Prayer was offered by Supt. D. S. HEFFRON of Utica.

W. H. VROOMAN, Esq., chairman of the local committee, introduced a large company of young misses, pupils of the Union School, who gave a song of welcome.

On motion of Supt. DANFORTH of Troy, the President's address was postponed till evening.

On motion of Supt. CRUIKSHANK, of Brooklyn, the following question, from the printed order of exercises, was taken up for discussion:

*Should Common School teachers in the rural districts report directly to commissioners, and upon what points?*



Supt. CRUIKSHANK believed that much greater accuracy would be secured, in the reports now required by the State Superintendent, if teachers were required to make up a record of such statistics as fall within their own knowledge, and to assist trustees in others. Facts of attendance, studies pursued, and a detail of the classification of the school, and other particulars should be given. Experience has shown that in many instances trustees fail to report correctly the few items now required; but it is believed that any competent teacher can report correctly in regard to any matter of which he can find the data.

The subject was further discussed by Mr. Dutton of Geneva, Supt. Heffron of Utica; and Commissioners Moon, of Herkimer; Wright, of Onondaga; Rumsey, of Genesee; Pooler, of Oneida; and Wilkinson, of Cayuga. Laid on table for further consideration. Adjourned till evening.

#### EVENING SESSION.

The Association met at 8 o'clock. President BULKLEY delivered an able and earnest address on *The Duties and Responsibilities of School officers*.

#### PRESIDENT BULKLEY'S ADDRESS.

He said: We represent power. We are to perform the functions of our office, not merely according to the letter of the law, but in the interest of an enlightened and progressive public sentiment. We are, in our intercourse with teachers, not to exercise authority alone. Our office is in some sense, parental. The majority of teachers are young and inexperienced. They need sympathy, counsel and guidance. It is, we shall find, one thing to have a technical knowledge of a subject; quite another thing to teach it well. More have failed from lack of skill, than from want of learning. "The letter killeth, but the spirit maketh alive." How shall we most effectually magnify our office? We must have the right spirit ourselves, and must be able to enter into the details of the teacher's work. There is danger that the fundamental things be neglected. If the child is not well-grounded in spelling, reading and other such things, no after culture can make up for the neglect, and our teachers must be made to insist upon these.

Our reading must not be mere word calling. A single sentence is better than a page. Every word and thought should be analysed and made vital: nor must there be too many studies. We can afford to make haste slowly. Bishop Potter had said that it only needed the introduction of Hebrew into our common schools, to make the "cramming process" complete.

Sometimes the influence of the school officer is vitiated from his manner. Young and diffident teachers need encouragement; and many a one's professional prospects are ruined through the harshness and want of sympathy of the examining officer. Mr. Bulkley gave instances in which a wise discretion had transformed a diffident, and hence an apparently incompetent girl into a first class teacher.

We have met for a comparison of views and experiences—without prejudice, to develop the highest truth. Acting as earnest seekers for the right, we shall kindle a flame upon our altars, that will never go out.

Commissioner SNYDER of Tompkins, from the committee on Constitution rendered a report, which with little modifications was adopted as follows :

*PREAMBLE.*

We the undersigned, Commissioners and Superintendents of schools of the state of New York, in order to secure unity and efficiency of action, and to elevate the standard of public education in this State do form ourselves into an association and adopt the following :

CONSTITUTION.

ARTICLE 1. This society shall be known by the name of the Association of School Commissioners and Superintendents of the state of New York.

ARTICLE 2. The Superintendent of Public Instruction, Deputy Superintendent, School Commissioners, Superintendents, Clerks of Boards of Education or other persons performing the duties of supervision under the direction of any Board of Education in this State shall be considered members of this Association by signing the Constitution and paying an annual fee of fifty cents.

ARTICLE 3. The officers of this Association shall be a President, Vice-President, Secretary and Treasurer, who shall severally discharge the duties usually devolving upon such officers.

ARTICLE 4. All officers of this Association shall be elected annually as the first order of business at the afternoon session of the second day, but shall not enter upon their official duties until the close of the session.

ARTICLE 5. The annual meeting of this Association shall be held on the day previous to the annual meeting of the New York State Teachers' Association.

ARTICLE 6. Any person having once held the office of Commissioner or Superintendent, but whose term of office has expired, shall be regarded as an honorary member of this association.

ARTICLE 7. No money shall be paid by the Treasurer, except by the order of the President, countersigned by the Recording Secretary.

ARTICLE 8. This Constitution may be altered or amended at any annual meeting of the Association by a vote of two thirds of the members present.

Dr. JAMES B. THOMSON of New York, was on motion invited to sit with the Association as an honorary member.

On motion of Supt. CRUIKSHANK, the question, Should common school teachers in the rural districts report directly to commissioners, and upon what points? was referred to a committee of three. The chair appointed Messrs. S. D. BARR, A. SNYDER, J. O. WRIGHT.

On motion of Supt. SHELDON, the chair appointed a business committee as follows: E. A. SHELDON, A. J. LANG, W. N. BARRINGER.

**Second Day—Morning Session.**

The Association met at 9 A. M., President BULKLEY in the chair. Prayer by the Rev. ISRAEL WILKINSON. A song was rendered very effectively by the young ladies of Mr. VROOMAN'S school.

The minutes were read by the Secretary.

Supt. SHELTON from the business committee, reported an order of exercises.

Dep. Supt. BARR, from the special committee on reports of common school teachers, reported the following resolutions:

*Resolved*, That common school teachers in the rural districts should, at fixed intervals, make and forward to the School Commissioner a report, stating the number of pupils registered as attending the school; the average daily attendance of pupils during the time embraced in the report; the number and nature of the departments in the school; the programmes of exercises adopted and followed by the teacher or teachers in each; the branches of study and practice pursued, and the names of the authors of the text-books used, the number of classes in each branch, and the grade of advancement and the number of pupils in each class; the number of visitations by school officers and patrons respectively; the methods of instruction pursued in the branches respectively; the date of commencement of service of the teacher, the time for which the teacher is engaged, and the time at which the term will probably close; the wages to be paid the teacher; an answer to the question—"Does the teacher board around?"—the grade of license held by the teacher, the date of such license, the time at which it will expire, and the authority by whom it was given; and many other matters of importance.

*Resolved*, That the form of such report should be prescribed by the School Commissioner, and approved by the Superintendent of Public Instruction; or, what is preferable, that the substance and mode of report should be uniform and general for all the several districts, and should be prescribed by the Superintendent of Public Instruction.

S. D. BARR,  
A. SNYDER,  
J. O. WRIGHT. } Com

The first resolution was taken up for discussion.

Supt. FOSDICK believed that the resolution required too much of the teacher. There would be no end to reports.

Com. SNYDER said that few teachers have any just idea of their duties, and the actual condition of the school can not be ascertained by the commissioner from personal visitation, in time to circumvent erroneous methods and practices. He urged the adoption of the resolution.

Dep. Supt. BARR said that instead of embarrassing the teacher, the specific form of the report suggested would indicate exactly what to do. Teachers should be required to give an account of their stewardship, and should be amenable to the Commissioner. Each commissioner should meet his teachers by towns, and the instruction he gives them in methods should be carried out in their schools. The adoption of this plan would produce some degree of efficiency in the schools, and these reports and drills will become an efficient means to this end. If any teacher is too indolent for these duties, let his license be withheld.

Supt. SHELDON believed that a full and elaborate report should be made upon this subject, reducing it to form. He moved that the subject be re-committed to same committee to report at next meeting.

Mr. LANG believed that there was no propriety in deferring the matter. Let us try so much as has been suggested, and give results next year.

Hon. Supt. RICE said that few teachers know how to make such reports. Their practical business education has been neglected. Teachers deteriorate, and after twenty years of service they are less competent than when they began. The imposing of this duty will be of great value, and educate them to business habits. He also recommended that pupils be required to write impromptu compositions to the end that they become ready. We need this practical culture to make men of force—the agents of the world's progress. He (the speaker) might have been something himself, with two or three commissioners behind him whipping him up. [The chairman said, "No doubt you would have been *smarter* under it."]

The motion to re-commit was lost.

Supt. CRUIKSHANK moved to recommit with instruction to report at an adjourned session during the present week.

Mr. BEATTIE, of Dunkirk, believed that the plan of such reports was more in favor of the teachers than the commissioners.

Com. WILKINSON advocated the motion.

The motion was adopted.

Mr. SHELDON was on motion added to that committee.

Committee ordered to report Thursday morning at 8 o'clock.

The question on a course of studies for common schools, was passed over in view of a report to be rendered at the Teachers' Association.

#### SCHOOL EXAMINATIONS.

The question, "How should school examinations be conducted?" was taken up.

Commissioner WILKINSON gave the results of several examinations in arithmetic, grammar, geography and reading. On visiting a school he was accustomed to inquire, how far have they advanced? Where did they begin? Teachers to examine within the limit at his suggestion. The average in the town of Cato was 55 per cent. In another town 43 per cent. He is able to trace these averages to their proximate causes. By making such examinations, the relative standing of the schools can be ascertained; an interest is created.

Commissioner TOZER, of Livingston, said, when he visits a school, he takes notes of the things to be criticised, and on leaving presents them to the teacher for review, and the results are most salutary. It is justice to the teachers not to flatter them, but to deal honestly even if severely.

Commissioner MOON of Herkimer, did not believe in a system of marks and figures, but in giving practical illustrations according to the circumstances of the case.

Commissioner ELLERY of Cayuga, found great diversity in his schools,

and can follow no stated system, but makes suggestions touching the points of most evident failure.

The President having left the chair, said that the examiner must be governed in great measure by the evident wants of the school. The school should also be taken in its every-day dress, so as to get at the actual facts of attainment, and not at those prepared for the special occasion. He gave several practical instances of the evil he complained of. The teacher should not be ignored. We want to see their methods in actual operation, and let our own examinations and suggestions be often incidental. Exercises should as far as possible, be written. It might indeed be well, if the results of all the pupils' study were required to be written out.

Supt. FOSDICK endorsed Mr. BULKLEY's views. He sometimes gives a question, and all who within two minutes think they can answer the question, stand. The question is then answered by some one designated. He also adopted a novel method. Says to class: A week from to-day I will examine you in mental arithmetic. I will ask you a question, and you may ask me one. The interest was intense. He gave a very amusing account of the results.

Com. WRIGHT of Onondaga, believed that at different times, as the beginning and end of term, different ends should be kept in view — in the first case, as to methods of conducting recitations, and in the second, the results attained. The examiner should never embarrass the teacher in the presence of the school. He recommended teachers' meetings, and the conducting of a recitation with pupils of the place, as the teacher assigned to the duty does at home.

Supt. ABBOT of Kingston, desired to know what kind of record the examiners should keep, and to whom, if any one, they report.

Com. POOLER remarked that the object should be: 1, To ascertain the condition of the school (could thus recommend a proper teacher). 2, To see the skill of the teacher (could thus recommend her for a better position, if competent). Teacher to examine. The examiner makes suggestions to class of methods and says I will ask your teacher to try this plan. This generally secures its trial. He talks to children for the benefit of the teacher, so that she is compelled to give attention. In reply to Mr. ABBOT he said: I allot a page of a blank book to each district, and after examination, state facts of attendance, order, recitation, etc., and have in such record always a standard of comparison with itself and with other districts.

Com. WILKINSON read a sketch of such report.

Supt. SHELDON believed examinations to be a necessity. In the country the commissioner must have two classes of visits — the "every day dress" visits — and one to ascertain thoroughly the actual progress and condition of the school, the amount passed over, with test questions thereon — commissioners to mark the questions desired, and teacher to make the examination.

Principals of schools should make stated examinations and report results to superintendent.

RATE BILLS.

The discussion of the question "should not rate bills be abolished?" was taken up.

Com. SNYDER offered the following resolution:

*Resolved*, That rate bills should be abolished.

*Resolved*, That every school district as a condition to its sharing in the public money should raise by tax an amount at least equal to one-half the public money it receives from the state.

Supt. HEFFRON spoke earnestly in favor of the abolition of rate bills, especially of the injustice to teachers from delay in payment.

Commissioner MCKINDLY of Saratoga, found the best schools where here are the largest rate bills. What we pay for we value. He does not believe a local tax will ever work.

Hon. Supt. RICE favored the passage of the resolution for the abolition of rate bills. He said his friend from Saratoga was a bachelor and did not believe in educating other people's children. The property of the state should educate the children. Make the full amount as far as possible, say a mill and a half, a state tax. This he enforced at length, and gave many instances from the experience of the Department. We must make the schools all free. Mr. Rice then went into an elaborate argument for free schools and the justice of state taxation.

Dr. THOMSON spoke of the liberality of the city of New York in recognition of the great system of state taxation for the support of schools.

Dep. Supt. BARR offered the following substitute:

*Resolved*, That rate bills should be abolished by legal enactment.

*Resolved*, That the state tax for the support of schools should be at once increased to at least  $1\frac{1}{2}$  mill on each dollar of the valuation of taxable property in the state as equalized by the state assessors, and that in each district where the public money should prove insufficient for the payment of teachers' wages, the balance should be raised by tax levied on the property of the district.

Pending its discussion, adjourned to meet at 2 o'clock.

AFTERNOON SESSION.

The association met at 2 o'clock. Song by the class of young ladies.

Com. LANG from the committee to nominate officers reported as follows.

*President*, Supt. JAMES CRUIKSHANK, Brooklyn.

*Vice President*, Com. A. SNYDER, Tompkins Co.

*Secretary*, Com. S. ARNOLD TOZER, Livingston Co.

*Treasurer*, Com. ISRAEL WILKINSON, Cayuga Co.

The report was adopted, and the gentlemen named were declared the officers of the association for the ensuing year.

The discussion of the question on rate bills was renewed.

Commissioner SNYDER believed it was wise that the local districts should pay some direct tax. He believed it injudicious to apportion a large amount of public money to the district. All interest is lost. The tax has lost its personal character. When the people feel the tax with reference

to its ultimate application, they appreciate that object. He believed that such local taxation should be a condition precedent to the receiving of the public money. The result of state taxation alone would be the employment of teachers at an amount not to exceed the public money.

Dr. THOMSON urged, from the argument "what costs nothing is worth nothing," that the whole people should be taxed, and then all will be interested.

He placed the argument for free and liberal education on the benefit to be derived to society.

Dep. Supt. BARR said: It is settled we must have free schools, and the question is whether we have local or state taxation. He said the greatest source of litigation, as seen in the records of the Department, arises from cases of local taxation.

Commissioner LANG has changed his mind since he has been a school commissioner, and believes in free schools. The rate bill shortens the term of schools, and induces the employment of cheap and inefficient teachers.

Commissioner MCKINDLY retorted somewhat sharply to the remarks of Mr. RICE this morning.

Commissioner POOLEX instanced several cases, showing that local taxation in many instances operates even to the dissolution of districts, and depriving the children, through no fault of theirs, of the means of education.

Commissioner ELLERY favored state taxation.

Commissioner MILLER, of Chautauqua, took the same ground.

Superintendent DANFORTH was understood to advocate local taxation.

Commissioner CURTICE referred to the injustice, where, by the mere accident of district lines, a wealthy man is one district rather than another, if the scheme of local taxation is adopted.

Commissioner LANG offered the following as a substitute.

*Resolved*, That in the estimation of this association, the rate bill system is a great obstacle to popular education, and, therefore, we would recommend the immediate abolition of the same.

Mr. CRUTTENDEN, of Michigan, (formerly of this state), detailed some of the customs of that state (which is practically a colony of New York), and where the rate bill still exists. He favors Mr. SNYDER's resolution. Related an amusing instance of the establishment of a union free school and the success.

Dep. Supt. BARR and Supt. CRUIKSHANK spoke at length of the facts and statistics to which they have had access, and advocated state taxation and free schools.

Commissioner LANG's substitute was lost.

Mr. BARR's substitute for Mr. SNYDER's resolution was accepted.

Adjourned.

**Wednesday Morning.**

Association met at 8 o'clock. President BULKLEY in the chair. The minutes were read and approved.

The following subject was then taken up, "The Examination of Teachers."

Commissioner POOLER believed that both the oral and written methods should be practiced—the written for knowledge of subjects in the books, and oral touching other matters of general intelligence and skill in presenting.

Commissioner CURTICE favored the same view, and that the candidate should be required to exhibit methods of teaching.

Commissioner LANG gave some valuable experiences. He believed that the test of qualifications is found in the practical knowledge of the teacher, and his skill to use it. It is difficult to do this in the case of a stranger. Much can be told by the manner and general appearance of the applicant. Has granted certificates to those who sustained a poor examination, but were successful.

Commissioner SNYDER believed that the true philosophy of teaching was found in creating a want of knowledge. He examines with a list of questions and requires written answers; concurred with other gentlemen in reference to the matter of general knowledge and skill. Answers, given vocantly, in the words of the book, are no test.

Commissioner SNYDER offered the following resolution:

*Resolved*, That every grade of school should have a teacher who possesses a thorough and exact knowledge of all the branches taught in any common school.

Commissioner ELLERY insisted that the commissioner should correct faults observed in teaching, and that candidates should be apprised of the purpose.

Commissioner SHERMAN of Wayne, believed that no other consideration can atone for lack of knowledge of the subject to be taught.

Adjourned to meet at 8 o'clock to-morrow evening at the union school room.

**Thursday Morning.**

President BULKLEY in the chair. Opened with prayer by Superintendent HEFFRON.

Mr. BARR from special committee on reports of Teachers, rendered the following:

*Mr. President and Gentlemen of the Association:* Your Committee have seen no reason to change, but are confirmed in the opinion expressed by some of them at the time of their appointment—that the committee would not be able at any time during the present session of the Association to make and submit to you a report embracing fully the substance and form of a proper report to be adopted by School Commissioners and City Superintendents of schools for general use by the teachers under their supervision, in rendering to them reports. The pressure of other duties has prevented a



thorough consideration of the subject, and therefore your Committee recommend the adoption of the following resolutions:

1. *Resolved*, That common school teachers in the rural districts should each report to the School Commissioner invested by law with the power and duty of supervision of the schools taught by them respectively, at the expiration of the first month's school of each term so taught by them, and also at the close of each term.

2. *Resolved*, That we recommend to School Commissioners that for the purpose of experiment, they use until the next annual session of the Association the following form of report, viz :

**REPORT**

Made by.....as teacher of School Dist. No.....in the town of..... for the.....commencing with the.....day of.....186...., and ending with the .....day of.....186....

The names and number of days' attendance of each pupil attending the school, the average daily attendance of pupils for said (write *month* or *term*), and the number of pupils in attendance for each day are correctly and fully stated in the schedule hereto annexed, and marked *A*. The branches studied or practiced in the school, and the No. of classes in each branch, the number of pupils in each class, the text books used in each class, the page at which each class commenced at the beginning of said (write *month* or *term*), and the page to which they had advanced at the close thereof, are correctly and fully stated in schedule hereto annexed, and marked *B*.

The programme of exercises now in use by me in the school is correctly set forth in schedule *C*.

I have written out and annexed hereto a statement marked *D*, showing correctly the method pursued by me in the management and instruction of each class.

To the following questions I have written in the blank spaces (in the printed form) following them respectively, true, full and correct answers.

(The Com. have no time to add the list of questions, and the remainder of form of Teachers' Report).

The committee recommend the appointment of a committee to which shall be committed the whole subject matter now in charge of this committee, and that such committee be instructed to investigate the subject, and report to this Association at its next annual session a form of report embracing items of common importance in both cities and rural districts, and to supplement such form, by adding *in the one instance* such other items as shall be more particularly adapted to the wants of city Superintendents, and *in the second instance*, by adding such items as shall fully adapt the form to the wants of School Commissioners.

All of which is respectfully submitted.

S. D. BARR,  
E. A. SHELDON,  
A. SNYDER,  
J. O. WRIGHT, } Committee.

Geneva, Aug. 2, 1866.

The first resolution was adopted.

On motion of Supt. HEFFRON, after some discussion and explanation, the remainder of the report was recommitted to the committee to report to State Superintendent for his use and action during the coming year — and more elaborately at next meeting of this association.

Commissioner SNYDER called up the resolution relative to the qualification of teachers offered by him yesterday.

Commissioners POOLER and LANG gave instances of cases where prudence required the employment of teachers not really qualified in scholastic studies.

Supt. HEFFRON believed the spirit of the resolution correct.

Com. WILKINSON said: We need the best teachers in the primary departments.

Mr. BARR believed that teachers of limited qualifications must for a long time to come be employed in our smaller schools.

Supt. BULKLEY gives second grade licenses to teachers whose skill he has not seen tested.

After further general discussion, Mr. BARR offered an amendment which was lost.

Mr. SNYDER's resolution was lost.

On motion of Supt. ABBOT, a committee was appointed to prepare business for next meeting. The chair named Messrs. HEFFRON, LANG and TOZER.

Mr. CRUIKSHANK by request made an appeal in behalf of the *N. Y. Teacher*.

On motion of Com. LANG, the following resolution was unanimously adopted:

*Resolved*, That it is the duty of each commissioner in his district to make all laudable efforts to secure subscribers to the *NEW YORK TEACHER*, and contribute to its columns.

The thanks of the association were extended to the Board of Education for the use of the Union School Hall; to Mr. Vrooman for kind attentions, and to the young ladies for their inspiring songs.

After appropriate closing remarks by President BULKLEY, the association adjourned, *sine die*.

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A LOST MEXICAN CITY DISCOVERED.— It is said that the ruins of another ancient city have been discovered about one hundred miles west from Tuxpan, in Vera Cruz. Trees, hundreds of years old, are growing among the ruins. The walls of many houses are standing, and on them are paintings and other ornaments. Carved doorways and images abound. Several temples were found, and in one of them a statuette on which was carved a cross.

## Resident Editor's Department.

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**CLOSE OF THE VOLUME.**—The September number will complete the present volume. It will be published early, and will contain essays and addresses presented at the annual meeting.

Such arrangements have been made as, we hope, will give increased facilities for rendering the **TEACHER** in the next volume more than ever the exponent of the best educational ideas and progress of the times. We trust our readers will renew their subscriptions at an early day, and secure those of their friends. Liberal terms will be offered to agents.

**ITEMS, Book Notices, etc.,** crowded out.

**PRIZE ESSAY** — \$500.—The American Popular Life Insurance Company of New York, offers a prize of a paid-up Life Policy for \$500, for the best Essay on the *Physical Signs and other Indications of Longevity*. Essays may be written in any language, and forwarded to the company at their central office 419 and 421 Broadway, corner of Canal street, N. Y., with the writer's name separately enclosed in a sealed envelope, previous to January 1, 1867. In connection with the above may be considered the signs to be found in parents, brothers, sisters, etc., and the influence of vocation, residence, etc.—whatever will serve as a guide in equitably insuring lives.

Aside from the prize offered, the important nature of the subject itself, in its bearings upon human welfare, will stimulate thought and endeavor.

**PROF. PERRY BENJ. PIERCE**, a graduate of one of our New York colleges, goes in September to the Rectory Military School, near New Haven, Ct., as professor of mathematics and first assistant in the school. Prof. P. is from St. Lawrence Co. in this state.

**GILDERSLEEVE.**—Died in the city of New York, Sunday, July 8, 1866, after a short illness, Charles Henry Gildersleeve, aged 45 years.

**PROF. J. P. WICKERSHAM** has resigned the principalship of the Normal School at Millersville, Pa.

**NATIONAL ASSOCIATIONS.**—The annual meetings of the National Teachers' Association, Normal School Association, and Association of State and City Superintendents, were held in Indianapolis, Indiana, the third week in August, inst. They were of unusual interest. A report of their proceedings will appear in our next.

**HON. CHARLES R. COBURN** was recently re-appointed Superintendent of Common Schools of the commonwealth of Pennsylvania.

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New York State Teachers' Association,

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## President Atwater's Annual Address.

*Fellow Teachers of the New York State Teachers' Association:*

Another year has flown on time's swift wings bearing away its train of joys and sorrows, its hopes and fears, and we are again assembled from the different sections of this widely extended commonwealth to exchange our annual greetings; to grasp the friendly hand; look into the earnest face; hold sweet counsel together, and to thus strengthen ourselves for coming labor. To some of us the work of the last year has been wearisome indeed—care and toil and unremitting anxiety have sometimes made us almost wish to be relieved from our chosen work; and we sorely needed this opportunity to strengthen our faith, renew our broken vows and consecrate ourselves once more to the cause whose interests lie so near our hearts.

Many are the new faces which each successive year brings to our meetings. Many of the old familiar ones we yearly miss from our midst; they are detained by unavoidable circumstances; have retired from the honorable business of teaching and taken up some more lucrative calling; have grown weary and faint by the way, or have passed over the dark river and gone to dwell with the Great Teacher on high. We miss their friendly greetings, their words of lofty cheer, and their example of noble Christian heroism. Change, constant change, is impressed on our association as on every thing else of earthly origin. How few remain of those who assisted in the organization of this association twenty-one years ago. And how many of *us*, think you, will mingle in its meetings *twenty years* hence? Ah! the number might soon be counted. What you and I are to do, here or elsewhere, to honor God or bless mankind,



as teachers, must be done quickly— death will soon remove us from these scenes ; or if perchance we escape his iron grasp, for a time, the stern decree of public opinion, not less inexorable than the dread monster himself, which pronounces the unfitness of age for the work of teaching, will drive us into that retirement for which during our active labors, it has given us no means to make adequate provision.

It becomes us as we come up to these meetings, from year to year, to review our work for the year just past—to ask ourselves individually as well as collectively, in all seriousness, what have we done since we last met?— not, how many pupils have we instructed— not, how many days have we labored in school— not, how many dollars have we put in our pockets?— No, No! But, what *good* have we done to those young immortals intrusted to our special care? What noble thoughts, what high resolves what exalted aspirations have we awakened in their minds? What bad habits— what strong temptations have we helped them to overcome? What sacrifices have we made for their good? What mighty warfare have we waged, and what great victory have we gained over ourselves that we might be worthy exemplars to them— that we might make our every look and action as well as our every word a messenger of truth and hope and joy, to their young and impressible hearts? What have we done to exalt education and make it honorable in the community where our lot is cast— to sustain all those agencies through which success is to come to our cause? Happy, indeed, is the teacher to whom questions like these bring no disquiet, who can say truly: “I have, according to my ability, done my whole duty!” Thrice *miserable* he who can neglect duties so high and holy without compunction or regret.

It seems proper, at a time like this, to glance at the progress of education in the state during the last year. Many good and true men feared, on the breaking out of that great struggle that so convulsed the country during four years, that it would prove fatal to the interests of our schools. Subsequent events showed the fear to be wholly unfounded. Again it was predicted that the close of the war would be followed by general financial depression and universal stagnation of business which must involve our educational interests in the common ruin. Here again a kind Providence has proved

better to us than our fears. No such general depression has obtained, and if any fact has been clearly established it is that the people are determined, in every emergency, to sustain and support the schools.

In many respects our schools have never been more prosperous than during the last year. We learn from the very able report of the State Superintendent that the number of *free schools* in the state was increased during the year ending with the 30th of September last by 71; the number of pupils instructed in the common schools by 35,433; the amount paid for teachers salaries by more than half a million, and the amount raised by local taxation for school purposes by nearly a million of dollars. There is reason to believe that the results for the year ending with the 30th of September next, will be much more satisfactory, especially in the item of teachers' salaries. In all these respects the success of our colleges and academies has been equally marked with that of our common schools. It is indeed one of the most gratifying signs of the times that there is everywhere increasing liberality in the matter of expenditures for public education.

I can not but congratulate the educators of the state upon the progress made in the preliminary arrangements for the establishment of Cornell University. You are all aware that during the year 1865 the Hon. Ezra Cornell donated \$500,000 as an endowment of this Institution, which was chartered during the same year. During the last year he has donated other property valued at \$500,000 more, for the same purpose, making the munificent sum in all of a full million of dollars. The institution is also entitled by law to the proceeds of the sales of the college land scrip, which Mr. Cornell believes he can so manage as to make the endowment fund, within ten years, reach the princely amount of \$3,000,000. The trustees have initiated measures for the erection of the building from the *interest* of the fund alone, leaving the principal intact, the entire income of which is to be devoted to the noble, benevolent and patriotic end proposed by the founder. One of the most interesting facts connected with the establishment of this University is that it is pledged to accept and instruct gratuitously students from each assembly district in the state selected by the proper officers of each city and county as being the best scholars.

The effects which the annual examinations for this purpose are to have upon our lower grades of schools must be salutary indeed. I am fully impressed with the belief that Cornell University is to be a greater blessing to the state than any other educational Institution ever projected within its borders.

Vassar College, too, has during the last year gone into successful operation under circumstances which seem calculated to work a complete revolution in the public mind in reference to the educational capabilities and wants of woman — a revolution which can not be hastened too rapidly. Not less significant in a general point of view and more interesting to us as teachers, is the establishment upon a liberal and permanent basis of the Oswego Normal and Training School, which has already become the Mecca of the Pestalozzian system of education in this country. Nor can we overlook, in our general estimate of progress, the provision made by our last Legislature for the establishment in different parts of the state of four new normal schools, thus bringing the means of special professional training to the very doors of our teachers, and leaving them without excuse if they do not prepare themselves for the proper discharge of their high duties. The old and honored agencies for the training of teachers — the County Institutes, teachers classes in academies, and the State Normal School at Albany — have been at least as successful as in former years. This hasty summary shows that the year has been unusually prolific in beneficent educational results.

While there are numerous and gratifying evidences of the progress of our higher and graded schools during the last few years, it may be questioned whether the common schools of the smaller villages and the rural districts have, as a rule, kept pace with that progress. It is doubtful whether in many localities they have not been retrograding, so that the opportunities for obtaining a good common school education are inferior to those of fifteen years ago. This statement may seem strange and startling to some, but it is made after considerable observation, upon mature deliberation, and with a settled conviction that it should receive immediate and careful attention from those most interested in the educational affairs of the state.

**There are many reasons why these schools have fallen behind**

the others in the general advance. Through circumstances, perhaps unavoidable, they have hardly been affected at all by those discussions carried on in teachers' associations, and educational periodicals, which have been the chief instrumentalities employed in promoting the elevation of the higher and graded schools. For it may be safely assumed that the largest portion of the teachers in these schools, during the last ten years never attended a teachers' meeting outside the limits of their own town, and were never constant readers of any educational paper. It is to be hoped that the more general attendance upon the Institutes for the last few years will, to some extent, prove a remedy for this deficiency. Would that the increased subscription list of the NEW YORK TEACHER could be pointed to as another favorable indication in the same direction. The difficulty, however, can never be fully obviated so long as the salaries of these teachers, male and female, amount on an average to only \$169 per year, out of which *generous* sum they are required to pay for their board. But the chief cause of the want of progress on the part of these schools, is to be found in the relations existing between them and the academies planted in their midst.

The question has often been asked, whether something could not be done to give unity, harmony, and symmetry to our educational system — if, in fact, that can properly be called a system, some of whose parts have, at most, but an incidental connection, and are subject to independent control. Whether some plan could not be devised by which our academies and common schools, instead of being independent, and often antagonistic, could be systematized, subjected to the same supervision, and made to minister to each other's success.

The number of academies in the state has increased more rapidly than the legitimate demand for academic instruction. Sectional rivalry, individual cupidity, and other causes have often conspired to establish two or more of these institutions, where one was quite sufficient. Forced to resort to some extreme measure, to save themselves from financial ruin, and being under no restriction as to what they should teach, they have undertaken to do, to a very large extent, the appropriate work of the common schools, to the great injury of the latter, and, in the long run, of themselves. No sooner, under this state of things, have Esq. A.'s, Dr. B.'s, or

Lawyer C.'s children mastered the ground rules of arithmetic (I do not at all exaggerate), than they are hurried off to the academy. Injurious as is this course to them, giving them false and exaggerated notions of their own importance, it is still more injurious to the common school. One after another the older and more advanced pupils follow their pernicious example, until finally only the lowest classes remain. The trustees, reasoning as trustees always will under such circumstances, that, "any body can teach little children to read," employ teachers of more and more slender qualifications from year to year, till what was at first the result of aristocratic pride, or vain ambition, becomes finally a necessity. The common school no longer affords more than the veriest elements of knowledge, and those who are unable to incur the expense of the academy must forego such an education as would fit them for the most ordinary duties of life. While our common schools are thus degraded, and the educational facilities of the people at large greatly impaired, the academies are very far from gaining any thing but a temporary advantage—an advantage which like all others founded upon a false basis, ultimately recoils upon their own heads. They may for a time gain something in numbers, by thus lowering the standard of admission, but it is only for a time. On the other hand what do they not lose in character, in thoroughness, and systematic training? Disdaining in their teaching to descend quite to the level of the primary schools, they attempt to build the stately and beautiful fabric of a higher education, and more exquisite culture, upon the most precarious and uncertain foundation of a half-completed common school training—with what success recently developed facts will enable us to judge.

Of about 35,000 students educated in the academies of the state the last academic year, for which reports have been received, about 20,000 were reported as properly *academic*, the remaining 15,000 as *primary*—common school, if you please. But this is by no means a fair statement of the case. Under the new and more searching tests applied by the Regents of the University, and for instituting which they deserve the highest commendation, the examinations for the current year, thus far, disclose the fact that seldom one-half and in some instances not one-tenth of the students in our academies can pass a respectable examination in the purely

common school studies, grammar, geography and arithmetic. That the great majority of all our academic students *ought* to have tarried a while longer in the common schools,—and that when this work is assumed by the academies it is very imperfectly done; for many of these rejected students have made considerable proficiency in the mathematical and natural sciences, and the ancient and modern languages.

The question which here arises, and which has been in part answered is, “What is the remedy for this unsatisfactory state of things?” Simply to place these two classes of schools under the same control—give the one a course of study preparatory to the other—allow no pupil to enter the latter except upon a satisfactory examination upon the preparatory course—exclude the academic studies from the common schools except the graded ones, and thus confine each rigidly to its own legitimate work. Let us away with this farce of allowing the teachers in our common schools to launch out into the (to many of them) unknown regions of algebra, philosophy and astronomy, while the weightier matters of the law, reading, spelling, writing, &c., are quite neglected, and at the same time admitting to our academies those whom we refuse to acknowledge as academic pupils, in greater number, five to one, than the academic students themselves. An able committee of your body is to report at this meeting a curriculum of studies for common schools. I trust it will be considered with such care as its importance demands. That the proper authorities will fix upon a suitable course of studies for academies at an early day, and that if legislative action is needed to prevent hereafter the admission of any but properly qualified pupils into the academies of the state, it will be speedily invoked. Scarcely any other measure that could be devised seems to me to be so full of promise for the schools of the rural districts as this; and let us not forget that one member of our educational system can not suffer without all the members suffering with it. Let us not forget, in our laudable efforts to elevate the standard of education in the state, the class of schools from which, during the whole history of the republic, have sprung a large proportion of our wisest and best men.

The public schools of the cities and larger villages of the state are free, while in those of the rural districts the rate bill system

everywhere prevails. If the experience of the last twenty years has settled any thing, apparently beyond reasonable controversy, it is the justice, expediency and economy of free schools. The proposition that "the property of the state should educate the children of the state" seems too thoroughly established to need further argument. Property is but the result of labor, directed, it is true, by the combined intelligence of the employer and laborer; and shall capital longer grudge to labor so small a pittance from its surplus earnings as will give the children of the laborer a good common school education? When state after state has taken rank in the free school column, does it comport with the dignity or the generosity of the imperial state of New York to stand longer in opposition? Should she not hasten to so amend her laws in compliance with the recommendation of the State Superintendent, "That the odious rate bill shall no longer prevent children from going to school; that the school shall be as free to all of proper age and condition as the air and the sunlight;" and should not this association reaffirm its former testimonies upon this subject, and throw the entire weight of its influence in favor of a wise and salutary measure of public justice too long delayed?

There has never been a period in our national history when a vigorous application of all our educational agencies was more necessary than now. All the teaching talent of the country will need to be brought into activity to supply the rapidly increasing demand. New fields are opening on every hand which must be occupied, or serious consequences will ensue. In the south we have four millions of people suddenly transformed from chattels personal, into men, and invested with the rights and responsibilities of citizens — literally a nation born in a day. These must be educated and fitted for their new relations, or their emancipation will prove a curse rather than a blessing to themselves and the country. Then there are the millions of poor whites of the same section to whom knowledge has hitherto been a sealed book, who are hardly less ignorant and degraded than the blacks themselves, who are to be in like manner fitted to act intelligently their part in the reconstructed order of things.

Again, there is a greatly increased tide of foreign immigration now settling upon our shores which is likely to be still more augmented

on account of the unsettled aspect of affairs in Europe. All these must be brought under the influence of our schools, made acquainted with our language, customs, and laws, before they can be in any true sense naturalized and fitted for an intelligent discharge of the new duties devolved upon them in this land of their adoption. It becomes the people of the country, in view of the vastness and increasing importance of this work, to hold out much stronger inducements than heretofore to men and women of talent, ability and worth, to enter this great field where the harvest truly is plenteous, but the skilled laborers are comparatively few. It becomes us, too, as educators to prepare ourselves for the increasing circle of our opportunities and duties. The work we have taken upon us is a most arduous and responsible one. It requires men of clear heads, true hearts, and noble, generous impulses, ready, if need be, to make sacrifices for the promotion of a great and good cause. If circumstances or our own inclinations will not permit any of us to make these sacrifices, let us give way to those who can and will do so. Teachers, of all men, should be well paid for their services, but the fact that they are not thus paid, will not in the least excuse them from the faithful and conscientious discharge of their voluntarily assumed duties.

While our calling is one of cares, and trials, and perplexities, and has its tendencies against which we must constantly guard if we would maintain a true and vigorous manhood, it has also its compensations to which in darker hours we must turn for consolation and encouragement. Nor let us ever forget that this life is but a point upon the boundless circle of our existence, and that the dictates of sound philosophy, not less than the teachings of the purest Christianity, bid us endure for a season, that we may reap unending joys on the elysian fields of an eternal hereafter.

Nor let the good man's trust depart,  
Though life its common gifts deny ;  
Though with a pierced and bleeding heart,  
And spurned of men, he goes to die.

For God has marked each sorrowing day,  
And garnered every bitter tear,  
And heaven's long age of bliss shall pay,  
For all his children suffer here.



There is much in the every day life of the true teacher — all repulsive, as it may seem to the mere hireling, or to the uninitiated — to soften its asperities, and render it quite tolerable, nay, oftentimes attractive. The real educator, whose heart beats in sympathy with the great heart of humanity, whose affections are warm, and his nature buoyant, enters upon all the duties of his vocation with a life, spirit, and energy, that quicken the pulses of his pupils, and make them something more than mere passive recipients. The new life that he thus awakens in them, reacts upon himself, and he learns from blessed experience that there is that scattereth and yet increaseth. Again, it is not enough that the teacher *knows* a thing; he must be able to impart his knowledge to others, hence that thoroughness of study, which is discipline.

“ Thoughts disentangle passing o'er the lips ;  
 Speech spreads the beauteous images abroad,  
 Which else lie furl'd and clouded in the soul ;  
 Aye! *speech is morning* to the mind.”

The teacher is no exception to the proposition of an eminent writer that, “ every man is debtor to his profession.”

As you go forth from this place, fellow teachers, be not unmindful of the dignity of your high calling; seek just reward for your services; for it is indispensable to your proper support, and is, moreover, in the present perverted state of public opinion, to some extent the measure of your influence, but subordinate this at all times, as a *motive* to exertion to those higher and nobler impulses, which are derived from a contemplation of your responsibility to your pupils, to the communities in which you dwell, to our common country, and to God, the Father of us all. Strive by patient study, by constant self-control, by lofty and heroic endeavor to fit yourselves to become the dispensers of all good and holy influences, and if due appreciation of your labors does not immediately follow, patiently abide your time.

You may receive inadequate reward for valuable services,—you may not occupy the chief seats in the synagogues, nor the uppermost rooms at feasts—you may be, as was the world's Great Teacher, despised and rejected of men; but your memory will live in the

deepest recesses of many a young heart, and will continue to be an active force in human affairs long after you shall have passed away from earth; and when the scroll of *eternity* shall be unrolled, high up among the benefactors of the race will be found the names of those who have intelligently, earnestly, hopefully, patiently, prayerfully, "taught little children to read."

The educator, especially one who has followed the vocation from youth to middle age, and who is hopeful, and trustful, as he must be, if he at all succeeds — is an enthusiast — is ever tempted to pass from the real to the ideal — from the positive and actual to the possible and mythical — ever and anon he glides into a fanciful realm, whose landscapes, fairer than the fairest of earth, enliven the eye of the poet, whose forms almost angelic enrapture the artist — a realm where parents are always prudent and faithful, and children ever reverent and obedient — where teachers know every thing, and pupils in a very little time know more than their teachers — where school houses rise as if by magic, adorned after the similitude of palaces — where no rate-bills are ever known, and the dread form of the tax-gatherer never overshadows the vision. Delightful as it seems to dwell in this realm, the sober realities of this day and age forbid. And yet, as the ideal ever precedes the actual — as the successive achievements of the ages are but the gradual elimination of errors and deformities from the actual, causing it constantly to approximate to the ideal, may we not reasonably hope that this yearning after something higher and better in this department of human endeavor is but an earnest of better things in a brighter future. May this hope stimulate us to exertion — may each of us strive to hasten forward this educational millenium; to see that the approximation be not like that of the asymptote to the curve of the hyperbola, terminated only at an infinite distance.

Men are immortal on earth, only as they live in their works and the memory of those who do great things; to promote the welfare and happiness of the race is not willingly permitted to die. We commemorate our military and naval heroes, by rearing marble columns, pointing heavenward, and inscribing thereon the records of their mighty deeds, and we do well, for they deserve nobly at our hands; but how much more worthy of a nation's reverential regard and undying remembrance, are those who inaugurate or

successfully carry forward great educational enterprises? What nobler monument can men and women rear to perpetuate the memory, than an organized system of schools, exerting a controlling influence upon the manners, customs, habits, and destiny of a great enlightened and christian people?

Be it ours, unitedly and harmoniously, to sustain, strengthen, and perfect the educational system of this great state, and make it worthy to be one of the co-ordinate elements in a system of *national* education, which, while it shall make America the glory of all lands, shall also carry healing in its wings to the remotest nations, and the most distant times. So that when the effete systems and the crumbling dynasties of the old world shall have tumbled into ruins, the land of Washington and Lincoln may give back to it the civilization they gave to us, increased in value an hundred fold, and clothed with more than oriental splendor.

Education is a unit. We may talk of different kinds of schools — common schools, academies, schools of special training, and colleges — but in the highest sense, all are one. The true end of all education, is to train individuals for an immortal destiny, and nations for the highest and holiest purposes of a Christian civilization: to this end, if we are true men and women, we are all co-workers, whether we labor in the highest or lowest grades of schools. The work of all is alike dignified and noble, and all will, here or hereafter, receive their just reward.

Pleasant memories and kindly sympathies, require me to say a word in passing of our late lamented friend and associate, C. H. Gildersleeve, intelligence of whose decease has so recently reached us. He was among the earliest and firmest friends and supporters of this association, always actively and warmly attached to its interests, and ready to labor for it where labor was most needed. He was an ardently devoted and eminently successful teacher, and though circumstances had drawn him aside from the duties of his chosen profession, we remember him with the liveliest feelings of gratitude for the elevating influences of his pure and noble life, mingled with the deepest emotion of sorrow for his early death.

“He rests from his labors and his works do follow him.”

So must you and so must I, pass sooner or later from these

earthly scenes, to reap the reward of our doings. May *we* too be also ready.

As in the visions of the night we live over again, in imagination, our daily lives, so there is reason to believe, from the narrated experience of those who have been rescued from a state of unconsciousness allied to death, that at the instant of dissolution the whole of life, like a grand panoramic picture, passes before the mind's eye, and we are made the unwilling, perhaps, yet conscious and impartial judges of our own acts.

Historians tell us that when the conqueror of Europe, upon his lone rock in mid-ocean came to his last hours, and his body was sinking in death, his spirit was mingling in the most stirring scenes of his eventful life. Again he was at the head of his legions, "struggling beneath the Pyramids—on the banks of the Danube—on the plains of Italy—the thunder of cannon smote upon his ear."

"Again Marengo's field was won  
And Jena's bloody battle:  
Again the world was overrun  
Made pale by his cannon's rattle."

And thus in the midst of battle and of conflict he breathed out his life. Not less instructive as a moral lesson, illustrative of the undying interest, the educator should have in his work; and infinitely more touching and beautiful is the story of a teacher, who after having seen successive little flocks go out and in before him in the same place, for more than thirty years, was finally brought to the limit of his mortal existence, and as life waned apace and earthly things receded, he was again in the school room, familiar faces gathered about him—familiar tones fell upon his listening ear—imaginary ideal forms of the loved ones he had taught, from both worlds, mingled about his couch. Again he was monarch of all he surveyed, and the willing subjects of his sway lent attentive ear to the words of wisdom that fell from his lips, and as the shadows of the dark valley grew thicker, and those ethereal forms faded one by one, from his failing vision, he called his wasting energies and whispered, "It is getting dark—the boys may go out—school is dismissed."

May you so labor, as teachers, that your last hours may be as peaceful, and your last earthly visions as bright and beautiful as his.  
May you so labor and

“So live, that when your summons comes  
To join the innumerable caravan which moves  
To that mysterious realm where each shall take  
His chamber in the silent halls of death —  
You go not like the quarry slave, at night,  
Scourged to his dungeon, but sustained and soothed  
By an unfaltering trust approach the grave  
Like one who wraps the drapery of his couch about him  
And lies down to pleasant dreams.”

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**Faith.\***

BY MISS MARY A. RIPLEY OF ALBANY.

Green summits lie in light and shade,  
And forest arches rear their pride,  
Gleaning their pomp from things that died,  
And moldered in the summer glade.

The soil is rich beneath my feet,  
With dust that lived in years ago,  
Whose grandeur towered, whose beauty shone,  
Whose bravery breasted cold and heat.

The ancient glory perished; here  
Life roots itself in death, and feeds  
Upon the crumbled past; nor heeds  
That its own throne rests on the bier.

And as these olden forms decay,  
To give their beauty to the new,  
The later standing where they grew,  
So is it with the world for aye.

The Present for the Future strives;  
Not for themselves the ages roll,  
Wasting proud blood for goodly spoil;  
Not for to-day men give their lives.

\* Read before the New York State Teachers' Association at Geneva.

Not that old bounds may be restored,  
Do gathering armies tread the plain ;  
Not for a field is crimson rain  
Upon the stainless blossoms poured.

Nay, not for these the word goes forth ;  
Not for a province or a throne  
Is the loud battle trumpet blown  
Through continents from south to north.

But that the manhood, crushed beneath  
A million hoary-headed wrongs,  
May burst its chains, break into songs,  
And with a fresher gladness breathe.

The people shake the palace towers ;  
Kings plot against the people's life ;  
The mountains heave with giant strife ;  
At Freedom's feet the tyrant cowers.

Above this cloud-wrapped surge of war,  
She sits to watch the world progress ;  
And seers and prophets all confess  
Her light to be their guiding star.

O earth, roll toward thy perfect state !  
Put on thy garb of liberty !  
Call forth thy sons, the pure, the free,  
About thy radiant throne to wait.

We know the sleeping centuries lie  
Beneath the days wherein we walk ;  
Old wisdom flavors our new talk ;  
We may not fling the ancients by.

For their great thoughts come flowing down  
From misty heights so far away,  
We, in our foolish, childish play,  
Forget whence all their balm is blown.

Ay, the old thinkers for us thought ;  
For us the seers their visions told ;  
For us the prophecies unrolled ;  
For us the warriors armed and fought.

Men's lives were cheap and pauper toys,  
If their great deeds were left unsown ;  
We have to loftier stature grown,  
When, with a self forgetting poise,

*Function of Normal Schools.*

We can work on, nor heed the eyes  
 That frigidly our labor scan;  
 Uncaring, if we may but plan  
 A scale by which the world may rise.

Thus wrought the man whose reverend dust  
 In Mississippi's valley rests;  
 Whose brightness dims the tyrant-crests,  
 That, shameless, glow with princely lust;

Who wrought through sad, distrustful hours,  
 Who saw through darkness into light,  
 Whose Faith beheld the conquering Right,  
 Whose brave life blossomed into flowers;

Who sits above the mitered priest,  
 Above the purple-vestured king;  
 Whose simple teachings yet shall bring  
 The world toward its millennial feast.

And when these passing years are old,  
 When mosses cling to our new domes,  
 Where'er our purer freedom comes,  
 The fame of Lincoln shall be told.

O earth, roll into golden light!  
 Let sunshine pierce the battle-gloom;  
 Roll forward, give the people room;  
 Roll into day, roll out of night!

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**Remarks on the Function of Normal Schools.**

The original idea of the work of a normal school, seems to have been, at least on the part of some, to train teachers, solely in methods of imparting instruction. The intention, on the part of those starting with this idea, has been to take pupils who had completed, or nearly completed, their academical studies (and were thus fitted, as far as the furnishing of the mind is concerned, to become teachers), and to give them, in connection with a review of their studies, a *course of professional training*, to which is added in many schools, a certain amount of practice, or observation in experimental or model schools under the criticising eye of experienced teachers. A programme of study, starting from this point, would, as we should naturally expect, be a programme of reviews, arrang-

ing for a sufficient amount of work, in a given time, for the occupation of students who had, already, attained a fair knowledge of the subjects laid down: and here I would give the absolute or whole time devoted to each study in one of these programmes.

Arithmetic, .....	11½	Algebra, .....	8½
Grammar, .....	9½	Natural Philosophy, .....	3½
Geography, .....	3½	Physiology,.....	1½
Reading, ..	3½	Geology, .....	1½
Writing,.....	1½	Trigonometry, .....	1½
Composition,.....	1½	Surveying,.....	1½
U. S. History,.....	2½	Mental Philosophy,.....	1½
General History, .....	2½	Moral Philosophy,.....	1½
Book keeping, .....	1½	Rhetoric,.....	1½
Geometry, .....	8½	Chemistry, .....	2½

That such a course would be wholly unfit for pupils who had failed to receive the previous preparation, will be perceived at a glance. Yet, we find, in point of fact, that the pupils who present themselves as candidates for seats in our normal schools possess no such previous preparation. With by far the greater proportion of them, it is with much difficulty, that we find sufficient preparation, even in the elementary branches, to admit them to a foothold in our classes, at a point, from which they must work their way up through studies taken at first sight, and into which they have never looked before. It is easy to see what we demand, when we attempt to force such pupils as these through a programme of reviews, and to secure, not only thoroughness, in the most abstruse branches of an academical course, but to give them also an aptitude to impart to others in the best manner, a knowledge of branches over which they are forced to skim, as rapidly, and at as little depth, as a petrel skims the water. If experience really teaches us that this is the point at which the provision of the state normal schools meets the requirements of the future teachers of the state for instruction in their profession, it is evident that there is a *gap* between the *provision* and *the demand*, which needs to be filled up, by some device or other. But, I believe, it is the office of the normal *schools*, rather than the teachers, to fill this gap. The object, in establishing normal schools, is, if any, to provide the best possible teachers for our free schools—to give them some such



preparation as is considered necessary in every other profession, — to give to the schools, such teachers, as will render them worthy of the great efforts the state has made to establish them, worthy to belong to the best system of schools that the world has yet known. A main object in providing a seminary for the preparation of candidates for this profession, is, to prevent quackery, in this, as in other professions.

The appointments for seats in the normal school are made, as is well known, by the school commissioners of the different counties; and it is stipulated, that these candidates shall possess an unblemished moral character, sound bodily health, good natural abilities, and the best acquired preparation for the office of teacher that can be found. Thus far, the *state* has done its duty, wisely considering that the natural and acquired abilities of candidates for the office of teacher are quite as important as those of candidates for positions in the army. We consider them far more important. We are convinced, also, that the *school commissioners do their duty faithfully*, and return to these seats the best material that can be found for this purpose. It becomes evident then, from an experience of many years, that the requirements of the state in this respect need to be met, at a point for which a *programme of reviews* does not by any means provide. It is a fact patent to all, that the profession of the teacher, is one that never will bring wealth to those engaged in it. If wealth ever comes to those thus engaged, it is through some means which no chain of human logic could have foretold, and for which no human philosophy can account. Those, therefore, who look to wealth as the reward of toil, are pretty certain not to engage in this profession. Those who fill its offices, must be drawn from a class, who are ready to content themselves with a moderate supply of this world's benefits; and they are, consequently, likely to originate among those who are in the middle walks of life. From this point of view, it is clear, that the candidates for this office, really need the assistance of the state at a point where a certain amount of academical, as well as of professional training is required. The state secures for this work, the best material it can obtain; and it needs to do its part of preparing the pupils thus obtained for their profession, in such a way that their normal training shall not do them more harm than good. But, it *does* do them more harm

than good, if it teaches them to be superficial in things which they profess to understand, if it obliges them to skim along so rapidly as to obtain only the merest smattering of a subject, and to fall at last into such a habit of doing this, that they lose all knowledge of what thoroughness is, and come, finally, never to expect to hear a perfect recitation, either in their own class rooms, or from the pupils, they are called to teach. It *does* them more harm than good, if, with a natural desire on their part, for thoroughness and faithfulness, in all that is required of them, it urges them beyond their strength, so that before they come to the discharge of their professional duties, the health is broken and the nervous system ruined, as has often been the case. We may form our *theories*, but if we wish to put them into practice, we must bring them down to practical facts as they exist. We can not change these facts by a sweep of the imagination to fit our *theories*. If then, experience has shown us the only possible point at which the provisions of the state for the preparation of its teachers can, (for the present at least), meet the requirements of those who present themselves as candidates for this profession, we have received so much light on what are now the proper functions of a normal school. But we are prepared to go farther than this, and give it as our opinion that this is the best point at which the requirements of these candidates for preparation can be met. Is it not better that the mind should be pruned and fitted for its special work at the same time that it is receiving to itself the knowledge it must afterwards impart? The mind grows less plastic as it approaches mature age. The mobility, the ease with which it is molded in childhood is lost gradually. It hardens, so to speak, upon the knowledge it receives, imbedding, often, with it, many forms of error, so that in the pruning which must afterwards be given, it requires the work of the chisel which removes the solid marble, rather than the milder instrument by which the yielding clay is molded to its uses.

We all know the difference in the work of the skillful nurseryman, when he enters a nursery of young trees, and prunes and trains them into forms of beauty, that will both please the eye, and bring about the best results; and when he enters an old orchard, with boughs twisted and gnarled, with tops filled with caterpillars,

or black knots and trunks covered with crocodile scales, which only the utmost patience can remove. He enters with saws and pruning knife; but he grows heartsick at the first glance, and though he sets about his work with tireless energy, lopping off here, and straightening there, and letting in the light in all directions, he meets discouragement at every step, and knows that with his best endeavors, he will secure but doubtful results. The *young* orchard is incomparably more valuable than the *old*, for the purposes he desires to reach.

It is with a greater keenness of appetite, that the mind seizes upon the details of a new study, and the modes of imparting it, than that, with which it accepts instruction in new methods of imparting *that*, with which it holds itself already familiar. Let us have then, for the young, the best culture, which it is possible to obtain, and as the pupil approaches mature age, if he intends to fit himself for the profession of the teacher, let him put himself, at once, into a course of training *for this special object*. And let us give, in our normal schools, such a programme of study as the candidates for seats in them, can master thoroughly, in the time allotted, in connection with the instruction, *in modes, and the practice in teaching*, that these schools must give. The elementary branches must have the first place, and no pupil should be passed to higher studies, who is not thoroughly rooted and grounded in these. These will, of themselves, fit teachers, in a measure, for our common district schools, and it is only after they are thus fitted thoroughly, that they should expect to go up higher. If this work of training is well done, its influence will be reactionary, and we may expect each new set of candidates for seats in our normal schools, coming from the hands of teachers, already trained in them, will be *better* prepared for the work which these schools will do for them. It may be said, that the time usually given to normal school training is not sufficient, under these conditions, for a complete academical course. This may be true; but the argument does not militate, at all, against the necessity of thoroughness in whatever the pupil undertakes. He had better learn two or three things, so that he *knows* them, than to have a smattering of a dozen topics, poured in utter confusion into his brain. Unless the mind has time to systematise the knowledge it obtains

as it goes on — to sort it out, and label it, in its specific departments — this knowledge will be likely to be of very little use to its possessor.

If you attempt to ask questions of a pupil, who has been through this kind of cramming process, you are introduced, at once, to the state of confusion which exists in his mind. He glares at you with frightened eyes, and casts about desperately in the vortex of his mind, to see if he can fish up the required item. He knows that there has been a vast deal of information poured into this vortex, and he thinks it quite likely, there may be something there, on the very topic about which you are inquiring. But floundering without a compass, he grows more and more desperate, and finally seizes the first thing that comes to hand, and presents it to your astonished eyes, no matter how remote or irrelevant it may be to the matter sought. (If it was of American history you asked; it is most likely, Pocahontas, that has been drawn up. Her black hair is usually floating, amidst the foam of these mental whirlpools, and the poor, kind hearted squaw is dragged to light, on the most absurd, and incongruous occasions).

There is no one who needs to be more exact in his knowledge, and to have it more completely systematised, and ready for use, at any moment, than a teacher. If he has not his knowledge thus at his command, the golden moment when he needs to impress important points upon his pupils, will slip from him, day after day, and his services will be of *comparatively* little use to him.

One of the highest functions of the normal school is to give ease and power of expression to those to whom readiness of expression is of such fundamental importance. The academical student seeks his alma mater for the purpose of acquiring scientific and literary facts, and for the discipline of his mental powers. The normal student includes these objects in his purpose, and more. He must not only be well disciplined and well informed upon points which he professes to understand, but he must be able to express them, readily and directly. The illustration or statement, which is clear and forcible to one person is not clear and forcible to another. The intellect of one pupil will grasp a thought almost intuitively when suggested, while the intellect of the other will grasp only its most indefinite outlines, so that he who would teach well must be able to express his ideas readily, directly and in a way adapted to

the capacities of those he instructs, and in such a manner as to kindle that glow of intellectual sympathy which always accompanies all right teaching. It is very true that clearness of knowledge tends to clearness of expression ; but, for all this the two things are quite distinct. It is one thing to know a thing, and another, to be able to express this knowledge clearly and forcibly. Who that has ever seen a student, with but little readiness of language, hammering away upon a point which he evidently understood, and yet which he found it impossible to clothe in proper language, can doubt that this is a point, upon which, *direct instruction and constant practice is necessary* ? If any one doubts the very common deficiency, in this respect, let him ask persons unaccustomed to give exact definitions, to define words with whose meaning they are as familiar almost as with their own names, and see if they will define them correctly, or if they will not in many cases fail to give any thing that can be called a proper *definition of the words*. Our works on orthography are frequently filled with the most absurd blunders of this kind ; and even in more pretentious school-books — those pertaining to the exact sciences — when the authors had doubtless aimed especially at correctness, we often find definitions and explanations open to the most marked criticism. Now no teacher is willing to make mis-statements on the subject he teaches, or to teach in such a way that even mischief-makers can accuse him of making mis-statements with any show of reason : and he will find the time he spends in securing exactness and ease, in these respects, will pay him well ; for he who always makes exact statements to his pupils, holds an immense power over them.

Another work of normal schools, is to familiarize the pupil with the machinery of the school-room, with the best method of controlling, of systematising and arranging, and with the means that are most likely to interest his pupils in their schools.

It is greatly to be hoped that the opportunities offered in our normal schools for professional training, will tend to *give permanency to the profession of the teacher*. It is of no trivial importance to the welfare of the pupil, that teaching shall be made a permanent employment. If, with three-fourths of the teachers in the state, it is to be a mere temporary affair, then is professional training all the more necessary, for if they undertake their work without this, the time they spend in the school room, will be

spent almost wholly in learning how to manage a school. If, as soon as they have gained a fair understanding of their work, they are to vacate the pedagogical chair, and let in new and inexperienced teachers upon the schools, it will be very much like the fable of the fox and the flies.

If, in addition to this, the work of our normal schools shall tend to throw quackery entirely out of the profession — shall secure for its position persons, of thorough moral worth, and shall send them out earnest and devoted to their work, with a full appreciation of its importance — a knowledge that it lies at the foundation of our republic; that they are daily in their teachings, building the bulwarks of the state; if they stand as they should, as students upon the watch-towers of the age, overlooking the ocean of time, and learning what freight its waves are bearing to our shores, and thus preparing their pupils for the shock which they must meet then the value of these schools is not to be over-estimated, and we shall hail with pleasure the day when the state of New York shall boast her seven state normal schools — when she shall be the empire state in the cause of common education as well as in commercial progress.

O. A.

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### Ancient Trees.

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The celebrated chestnut on *Ætna* must be a thousand years old at least. The Baobab trees of the Green Cape demand of us, according to their thickness and the number of zones in some of their branches, an age of four thousand years, or thereabouts. The gigantic Cypress at Santa Maria del Tule, six miles east of Oaxaca, in Mexico, has a circumference of 124 Spanish feet, about 40 feet in diameter. Now, suppose that every annual zone measured one line, the tree must be nearly three thousand years old. It is historically certain that it is older than the conquest of Mexico by the Spaniards. The age of the great dragon tree at Orotava, in Teneriffe, is supposed to be five thousand years. These examples are quite sufficient to prove the possibility of a compound plant living on without end.

## Resident Editor's Department.

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### AMERICAN INSTITUTE OF INSTRUCTION.

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#### THIRTY-SEVENTH ANNUAL MEETING.

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The thirty-seventh annual meeting of the American Institute of Instruction commenced at the City Hall, Burlington, Vt., Tuesday, August 7th, at half past 2 o'clock, P. M. Some three hundred teachers, male and female, were present, besides many eminent college professors and distinguished educators.

Prof. Buckham, of the University, welcomed the Institute to Burlington in a short and genial address. He was responded to by the President of the Institute, B. G. Northrop, of Massachusetts.

The Treasurer's report was submitted by William E. Sheldon, of Boston. The receipts amount to \$824.82, which includes \$500 donated by the State of Massachusetts. The expenses are \$633.80, which leaves a balance in the treasury of the Institute of \$191.52.

A discussion then ensued on the following subject: "Our Schools—their influence on, 1st, Agriculture; 2d, Commerce; 3d, Manufactures; 4th, Civil Policy; 5th, Morals." A. P. Stone, of Portland; Rev. A. A. Miner, D.D., President of Tuft's College; Dr. Absalom Peters, formerly editor of the *American Journal of Education and College Review*; Mr. Sheldon, of Boston; Mr. Crosby; Rev. Daniel W. Stevens, Superintendent of Schools at Fall River, Mass., and Mr. Ladd, of Providence, took part in this discussion.

The Institute then adjourned until evening, when a fine lecture was delivered by Moses T. Brown, of Cincinnati.

Wednesday, Aug. 10, the exercises opened with prayer by Rev. Dr. Miner. A discussion then ensued upon the subject of "Reading as a fine art." Messrs. Lewis B. Monroe (a fine elocutionist), of Boston; Moses T. Brown, of Cincinnati; Mr. Crosby, of New Hampshire, and Rev. Dr. Miner, took a prominent part in the discussion. Hon. Joseph White, of Williamstown, closed the debate in an elaborate and eloquent plea for natural reading.

John D. Philbrick, of Boston, addressed the Institute at length upon the subject of "Graded Schools." It was an exhaustive disquisition, and was listened to attentively. Mr. Milan C. Stebbins, of Springfield, followed in an address upon "Practicality in Education."

The President announced as committee on resolutions: Messrs. Claffin, of Mass.; Kiddle, of N. Y.; Hoyt, of R. I.; Read, of Mass.; and Richards, of Washington.

The Institute then proceeded to the discussion of the question, "Education and Reconstruction," which was opened by Thomas D. Adams, of Newton, Mass., who contended that the only way to "reconstruct" was to "educate." The remainder of the afternoon discussion was upon "reading," in which Messrs. Slade, Monroe and Claffin, of Massachusetts, and Prof. Buckham, participated.

In the evening Prof. Tyler, of Amherst College, gave an able and learned lecture.

Thursday, Aug. 11, the subject of Schools was discussed at length by the Institute, and Rev. J. R. Converse, and Messrs. Hoyt, of Vermont; Ladd, of Rhode Island; Sawyer, of Connecticut; and White, of Massachusetts, engaged in the discussion.

Resolutions of respect to the memory of the late President Wayland were adopted.

At 11 A. M., Senator Edmunds delivered the fine and scholarly address just made by him at Middlebury. It was received with applause.

At the afternoon session, after the reading of letters from distinguished personages unable to attend, the following officers were elected.

*President*—William E. Sheldon, Boston, Mass.

*Vice Presidents*—[The customary list.]

*Recording Secretary*—Charles A. Morrill, Boston, Mass.

*Assistant Recording Secretary*—George T. Littlefield, Somerville, Mass.

*Corresponding Secretaries*—T. D. Adams, Newton, Mass.; J. J. Ladd, Providence.

*Treasurer*—Granville B. Putnam, Boston, Mass.

*Curators*—J. E. Horr, Brookline, Mass.; Samuel Swan, Boston, Mass.; Henry C. Hardon, Boston, Mass.

*Censors*—James A. Paige, Boston, Mass.; C. Goodwin Clark, Boston, Mass.; Edward Stickney, Newton, Mass.

*Counsellors*—Charles Hutchins, and others.

Resolutions of respect to the memory of deceased members were adopted—Prof. Harkness, of Brown University, and Wm. P. Atkinson, of Boston, fully considered the "place of the sciences and the classics in a liberal education."

Miss Seaver then gave a wonderful and satisfactory exhibition of "Object Teaching," which closed the afternoon's proceedings.

The Institute formally adjourned last evening, but contemplate a trip today to Crown Point and Plattsburgh and return, upon the fine Steamers R. W. Sherman and Canada. Complete arrangements have been made for the excursion.



*MISCELLANY.*

THE TEACHER for 1866-7 will contain many new and valuable features. Among which, in addition to a more than usually interesting series of articles, by the various members of the Board, will be the following: Editorial notes, on current matters in Science, Art, Biography, Geography, History, Education; and, in each issue, a "Note and Query" Department; school anecdotes, &c. Correspondence on these points is solicited.

AGENTS WANTED in every town and county, to canvass for the TEACHER.

SCHOOL COMMISSIONERS who have not sent in the names of young teachers for our free list, will please do so at once. Each commissioner is entitled to send six names.

DEFERRED. — The press of matter incident to the annual meeting of the State Teachers' Association, compels us to defer our customary digest of educational news, book notices, &c.

TEACHERS' INSTITUTES. — As we go to press we are able to announce the following, with times and places of holding:

Allegany, Angelica, Sept. 17,	Orleans, South Barre, Sept. 24,
Broome, Binghamton, Oct. 1,	Oswego, Fulton, Sept. 24,
Cattaraugus, Waverly, Sept. 10,	“ Central Square, Sept. 17,
Cayuga, Moravia, Sept. 24,	“ Sandy Creek, Sept. 24,
Chautauqua, Jamestown, Oct. 1,	Otsego, Morris, ———,
Chenango, Oxford, Oct. 15,	“ Cooperstown, Sept. 10,
Clinton, Plattsburgh, Sept. 18,	Rensselaer, So. Petersburg, Aug. 20,
Columbia, Copake Flats, Sept. 4,	St. Lawrence, Canton, Oct. 15,
Cortland, Homer, Oct. 22,	Saratoga, Saratoga Springs, Sept. 17,
Delaware, Roxbury, Oct. 14,	Schuyler, Watkins, Oct. 15,
“ Walton, Oct. 29,	Seneca, Waterloo, Sept. 24,
Erie, East Aurora, Sept. 10,	Steuben, Corning, Oct. 15,
Essex, Westport, Sept. 17,	Suffolk, Riverhead, Sept. 10,
Genesee, Batavia, Oct. 2,	Sullivan, Liberty, Oct. 16,
Greene, Windham Centre, Oct. 29,	Tioga, Camden, Oct. 16,
“ Catskill, Nov. 9,	Tompkins, Ithaca, Oct. 1,
Herkimer, Herkimer, Oct. 8,	Ulster, Kingston, Aug. 13,
Jefferson, Watertown, Sept. 17,	Warren, Caldwell, Sept. 17,
Madison, Morrisville, Sept. 18,	Washington, Fort Ann, Sept. 24,
Monroe, Fairport, Oct. 22,	Wayne, Sodus, Oct. 1,
Oneida, Rome, Oct. 1,	Westchester, Mt. Vernon, Nov. 12,
Onondaga, Onondaga Valley, Oct. 1,	Wyoming, Warsaw, Sept. 24,
Ontario, Canandaigua, Oct. 1,	“ Pike, Oct. 1,
Orange, Chester, Aug. 13,	Yates, ———, Sept. 17.

STATE NORMAL SCHOOL.—The closing exercises of the forty-fourth term of this institution took place Thursday afternoon, July 12. We regret that absence from Albany prevented us from witnessing them. We present, however, the following brief report from the *Evening Journal*:

"The closing exercises of the State Normal School took place yesterday afternoon, at Tweddle Hall, in the presence of a large and intelligent audience. The exercises were of a highly interesting character, and every way creditable to pupils and teachers; indeed, we do not recollect to have ever known them more free from fault. The essays were sound and well thought, and the reading was of marked naturalness and force: we do not believe one failed to be distinctly heard throughout the hall.

"The music, under the direction of Professor Lloyd, was, as to be expected, admirable, and appealed not less charmingly to the ear, than did the appearance of the school to the eye. In intelligence of look, in personal attractiveness, in simple good taste in dress and manners, our "country boys and girls," for such most of them are, showed themselves not a whit behind their some times more aspiring city cousins. We verily felt proud of them.

"One peculiar excellence of the exercises was their unity and brevity. The absence of a formal address, and the condensation of the Principal's remarks to a simple, pertinent and feeling sentence or two of good will and farewell, relieved them of all over-length, and concentrated the whole interest, where, indeed, the audience always places it, upon the graduating class.

Essays were read by Henry C. Bowen, on "Concentration of Purpose;" Victoria M. Herring, on "The Beautiful susceptible of being acquired;" Francis M. Bromley, "The Eloquence of Decay;" Henrietta Boyce, "Let here be Light;" N. Flotilla Watson, "The Pursuit of Happiness;" Helen M. Bowen, "Night brings out the Stars;" Jane J. Jewell, "Noble Deeds — the Noblest Monuments;" Edward A. Bowser, "The End of Progress is not yet."

The following is a list of the graduates:

Ettie E. Bishop, Warsaw.	Julia A. Reed, Otisville.
Ella A. Blakeman, Greenbush.	Cordelia E. Robinson, Fairville.
Helen M. Bowen, Aurora.	Mary L. Streeter, Albany.
Henrietta Boyce, Dover Plains.	Julia F. Tibbals, Windham Centre.
Frances M. Bromley, Medina.	Sophia E. Van Sickle, So. Livonia.
Julia A. Carr, Albany.	N. Flotilla Watson, Machias.
Florence E. Griggs, Fleming.	—
Emily Harper, Greenbush.	Henry C. Bowen, Willett.
Victoria M. Herring, Moscow.	Edward A. Bowser, Brooklyn.
Jane J. Jewell, Machias.	George H. Quay, Knox.
Sarah R. Morris, So. Trenton.	George W. Weiant, Flora Falls.
Arabella McCoy, Peekskill.	Richard W. White, Genesee.
Lavina Parkhurst, North Elba.	Leonora L. Perry, New Castle.

**THE PERRY H. SMITH LIBRARY HALL OF HAMILTON COLLEGE.**—The corner stone of the new Library Hall was laid with appropriate ceremonies, on the 18th of July. The following was the programme for the occasion: 1. Prayer, by President Fisher; 2. Oration, by Col. Edwin L. Buttrick, Milwaukee, Wis., (Class of 1842); 3. Music; 4. Poem, by Col. Guy K. Cleveland, Saint Paul, Minn., (Class of 1850); 5. Music; 6. List of Documents in the Casket, by Rev. N. W. Goertner, D.D.; 7. Laying of the Corner Stone, by Hon. Perry H. Smith, Chicago, Ill., (Class of 1846); 8. Music; 9. Address of Congratulation, by Hon. Horatio Seymour, LL. D.; 10. Benediction.

Hon. Perry H. Smith, is the largest donor to the fund. The building will cost probably \$5,000. The library consists of the college library, 12,000 volumes, to which is added the private library of the late Professor Edward Robinson of Union Theological Seminary including in addition to fourteen hundred and twenty volumes and about one hundred maps, a complete apparatus for the study of Biblical Exegesis and Scripture Geography, together with the law library of the late Hon. William Curtiss Noyes, LL. D., with its five thousand volumes.

**THE GREAT SUNKEN LAKE.**—This great natural curiosity is situated in the Cascade mountains, about 75 miles north-east from Jacksonville, Oregon. It rivals the famous valley of Sinbad the Sailor. It is thought to average two thousand feet down to the water all round. The walls are almost perpendicular, running down into the water and leaving no beach. The depth of the water is unknown, and its surface is smooth and unruffled, as it lies so far below the surface of the mountain that the air currents do not affect it. Its length is estimated at twelve miles, and its width at ten. There is an island in its center having trees upon it. No living man ever was, nor probably even will be, able to reach the water's edge. It lies silent, still, and mysterious, in the bosom of the "everlasting hills," like a huge well scooped out by the hands of the giant genii of the mountains in the unknown ages gone by, who around it in the primeval forests watch and ward are keeping. The visiting party fired a rifle several times into the water at an angle of forty-five degrees, and were able to note several seconds of time from the report of the gun until the ball struck the water. Such seems incredible, but it is vouched for by several of our most reliable citizens. The lake is certainly a most remarkable curiosity.—*Jacksonville (Oregon) Sentinel.*

**THE WEIGHT OF A MILLION DOLLARS.**—To the question "What is the weight of a million dollars in gold?" an officer of the mint answers as follows: The weight of one million dollars United States currency in gold is 58,750 troy ounces. This makes 4,479lbs. 2oz., or nearly two tons and a quarter, reckoning 2,000lbs. to each ton.

**SCHOOLS FOR FREEDMEN.**—Over 10,500 children are under instruction in the freedmen's schools, in the cities of Alabama. In Georgia, there were for the month of April, 71 schools, 103 teachers, and 6,991 pupils. There

is an increasing interest in many places, and the people are here and there awaking to the importance of fostering an enterprise which at the first they bitterly opposed.

THE NEW POST-OFFICE in New York, is to be erected on the south end of City Hall Park.

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PERSONAL.

ALBERT N. HUSTED, teacher of Mathematics in the N. Y. State Normal School, received the honorary degree of Master of Arts at the recent commencement of Hamilton College. A similar accident happened to Mr. ISAAC B. POUCHER, Superintendent of the model and practising schools, Oswego. We trust both these gentlemen will recover, and live long to wear the honors they have fairly earned by long and faithful service in the cause of public education.

MISS JENNETTE L. DOUGLASS, of this State, formerly a teacher in Newburgh, has received a legacy of \$100,000 from a relative in Scotland. In 1860 she had a school in Washington, but the rebellion breaking out, her patrons generally refused to meet their obligations, leaving her in some embarrassment. She was employed during the war in one of the departments at Washington and also at the hospitals for wounded soldiers.

APPOINTMENT OF A STATE HISTORIAN.—Governor Curtin of Pennsylvania has appointed Samuel P. Bates, LL. D., to the position of State Historian, in accordance with the act of Assembly of 1865, authorizing the appointment and appropriating five thousand dollars to the work of collecting and writing a complete history of the Pennsylvania Regiments in the service of the United States during the Rebellion. Mr. Bates is eminently adapted to the performance of this work, and his selection will give general satisfaction. He is a graduate of Brown University, and has served with much efficiency as the Deputy Superintendent of Common Schools of Pennsylvania for the past six years. Mr. Bates has resigned his position as Deputy Superintendent.

REV. F. D. HUNTINGTON, of Boston, author of that admirable address on "Unconscious Tuition" has been elected Episcopal Bishop of Maine.

GEORGE LILLIE CRAIK, LL. D., the distinguished author, and Professor of History and English Literature in Queen's College, Belfast, died the 28th inst. He wrote the "Pursuit of Knowledge under Difficulties," for the Library of Entertaining Knowledge; then the "Pictorial History of England," "Sketches of Literature and Learning in England, from the Norman Conquest to the Accession of Elizabeth," "History of British Commerce," "SPENSER and his Poetry," "Outlines of the History of the English Language," "The English of Shakespeare," and "The Romance of the Peerage." His "English Language and Literature," republished recently by Scribner and Co., in two large octavo volumes, is a work of much merit.

MR. JOHN RUSKIN has been invited to stand for the Chair of Poetry at Oxford, soon to be vacated by Matthew Arnold.

MR. FROUDE, the historian, is spoken of as successor of Goldwin Smith, in the Professorship of Modern History, at Oxford.

GEORGE W. BUNGAY has assumed editorial charge of the *Herald of Health*, published by Miller, Wood and Company, New York.

INTELLIGENCE.—FOREIGN.

BOSTON.—Superintendent Philbrick receives a salary of \$4,000, and—he earns it.

ITALY—PUBLIC LIBRARIES.—There are in Italy 210 public Libraries with an aggregate of 4,149,281 volumes.

OHIO.—The annual meeting of the State Teachers' Association, was held in Zanesville, July 3, 4 and 5, 1866, Eli T. Tappan, of Athens, presiding. Addresses were delivered by the president; and by Col. S. S. Fisher, President of the Cincinnati Board of Education—*Teaching as a profession*. A Report was rendered upon the following subjects: *Object Lessons*, by Rev. J. F. Reinmund, which gave rise to an animated and practical discussion. Much time was also given to the discussion of Normal Schools, Higher Arithmetic and County Supervision. Phonographic reports of these discussions are published in the *Ohio Journal of Education*, which show them to have been of very high and practical character. A committee was appointed to report in regard to the proper place of object lessons in the course of common school studies; and further as to the claims of object teaching, as a method of instruction. A report was also presented for the enactment of a general law for the prevention of truancy. Our Ohio neighbors are heartily at work. It may be added that much of the new and earnest spirit now manifested is due to the faithful and intelligent labors of Hon. E. E. White, late State School Commissioner, and now Editor of the Journal.

NORTH CAROLINA.—The Raleigh *Sentinel* reports that several colored schools have recently been opened in that city, by "colored teachers who are competent, and who were born and raised amongst us." There are in the State 133 schools, 155 teachers, and 10,806 pupils.

SOUTH CAROLINA.—Mr. Tomlinson, the superintendent of the schools for freedmen, reports 75 schools with 9,017 pupils, and an average attendance of 6,574. There are 148 teachers, of whom 58 are natives (? whites), and 50 colored. The interest of the colored people in the school continues unabated, and that of the white people is growing; yet there are some places where it is said no school could be established, nor tolerated after the garrison has been withdrawn. A very successful examination of the colored school held in the Normal School building, took place in Charleston, May 30.

VIRGINIA.—There are reported in this State 225 teachers of colored schools, and 17,589 pupils whose average attendance is 12,980.

VERMONT.—There are in this state 85,795 children between the ages of 4 and 18. Of these, 73,259 were in the schools during the the past year — more than nine-tenths attending public schools. The number of teachers was 4,841; average wages of male teachers, \$20.48; of females, \$8.16 per month.

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LITERARY NOTES.

A. S. Barnes & Co. issue Jewell's "School Government."

BRYAN WALLER PROCTER (BARRY CORNWALL) has completed his "Memoir of Charles Lamb."

BOOKS ON OUR TABLE. — Harper & Brothers send us "Homes without Hands," Goldwin Smith's "Study of History," Napoleon's "Cæsar," second volume, and several other valuable works which shall receive notice in our next.

D. Appleton & Co. have got out Harkness' Introductory Latin Book. It comprises an Outline of Latin Grammar Exercises for double translation, suggestions to the learner, notes and vocabularies.

FRANCIS TURNER PALGRAVE is writing the Life of Sir Walter Scott. From the culture and celebrity of Mr. Palgrave, much is expected.

From J. B. Lippincott & Co., we have Halleck's "International Law and Laws of War."

GUIZOT.—The seventh volume of Guizot's "Memoirs" is to appear next spring, and will bring his life to the eve of the revolution in 1848. His correspondence, comprising, it is said, twelve hundred letters from Louis Philippe, will not be published until after his death.

HURD & HOUGHTON's new edition of Macaulay's works will appear the first of next month.

HERBERT SPENCER has concluded to go on with his "System of Philosophy," of which he recently announced the discontinuance.

OUR YOUNG FOLKS.—The publishers of *Our Young Folks*, announce that they have completed arrangements for adding as a new feature to their Magazine a series of *Full Page Illustrations*. These will be drawn by the first artists, engraved in the best manner, and printed upon fine tinted paper. Each number of the Magazine will contain one or more of them. The first picture of the series, to be given with the September number, is "*The Wanderers*," designed by W. J. Hennessy.

The *Colored Illustrations*, which were promised for the year, are now printing, and will be given in the November and December numbers. The first of these will be entitled "*Florinda and Florindel*;" the second "*The Old Man of the Mountain*," designed by Alfred Fredericks.

THE *North American Review*, for July, contains a very interesting paper, giving a clear analysis of "The Mahabharata," the great Hindu Epic. This poem is about ten times as long as the Iliad. No complete translation has ever been made into any European language. M. Hippolyte Fauche has, however, commenced one, expected to fill sixteen volumes, the first of which has already appeared.

THE PENNSYLVANIA SCHOOL JOURNAL commenced its fifteenth volume with the number for July. It comes in a new dress which very much improves its appearance. It is one of the most useful and practical of our School Journals.

#### BOOK NOTICES.

THE SCIENCE OF GOVERNMENT in *Connection with American Institutions*, by JOSEPH ALDEN, D.D., LL. D. *New York: Sheldon & Co., 12mo, pp. 248.*

This is not a dry commentary on historical events and governments, forms, but a treatise on human government as a part of the Divine order in worldly affairs and a necessity for the development of the physical, intellectual, social, and moral nature of mankind. As God creates man a social being, men have no right to abjure society, lead solitary lives, be brutes or be anything but *men* and to be such they must be subject to law.

The author's arrangement, in concise and simple form, of the arguments for, and against, the "right of suffrage" "universal suffrage" and "limited suffrage" is admirable and by a beautiful analogy it is shown that it does not follow because every man has a right to be governed justly he has the right to be a governor.

The chapter on Liberty and Law, etc., should be read by every teacher in the State. The author's remarks on the Constitution of the United States in connection with the constitution and his comparison of our fundamental law with the British constitution are entertaining to the general reader and would prove profitable to the pupils of the schools of our country who will hereafter be the source of the legislative, executive and judicial departments of the government.

If the subject of this book were taught generally in our schools they would more surely win the esteem of the whole people.

THE TEACHER'S ENCYCLOPEDIA.—Teachers, as a class, cannot provide themselves with encyclopedias, or such other books of reference as would aid them in their labors, but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils.—*W. R. White, State Superintendent of Free Schools for West Virginia.* Wheeling, March 21, 1866.

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
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
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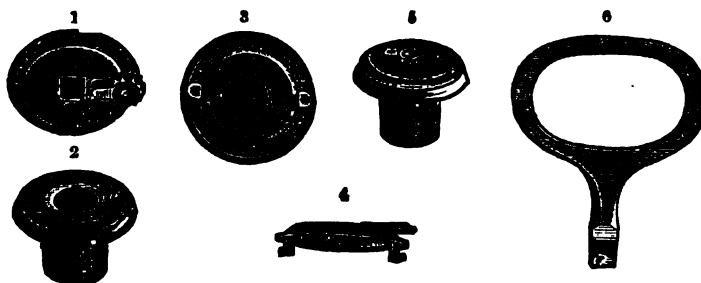


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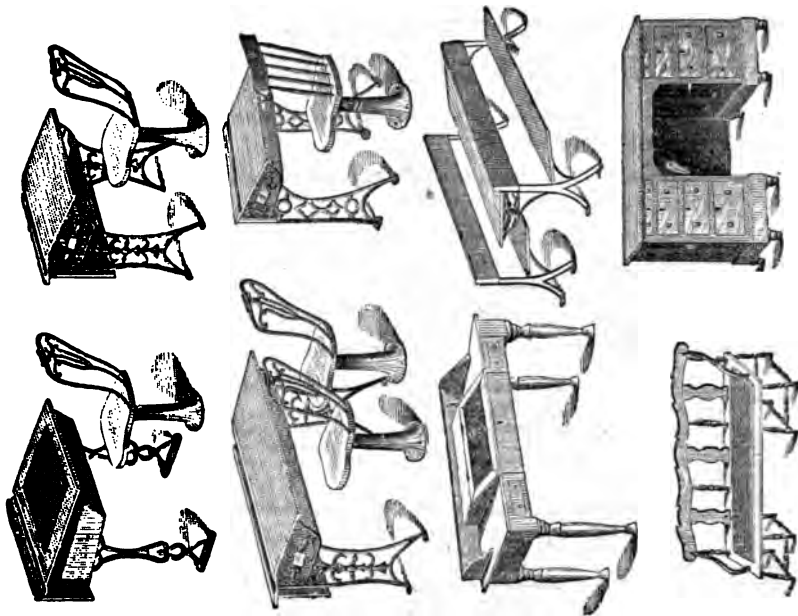
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## FACTS AND THOUGHTS ABOUT REFORM SCHOOLS.

### IV.

**C**ONTINUING our rehearsal of the means employed for moral education, we find that *employment* constitutes another stronghold of hope for the eradication of evil habits and formation of new ones. Constant employment is aimed at. There is to be a duty for every hour and moment. Something for the mind to be exercised upon is provided for each division of the time. Manual labor is pursued during seven or eight hours of the day by those old enough to be employed. A knowledge of some mechanical trade is acquired by many of the boys; the girls are engaged in household labors, and in learning the various arts of the needle and the scissors.

Again, literary instruction is of paramount importance. Four hours a day are devoted to intellectual improvement. And though few enter the House with any knowledge of letters, few leave it unable to read, write, and perform ordinary business transactions in figures.

There are occasionally instances of uncommon talent and capacity for literary acquirement. Some intellects under favorable auspices would develop rarely, and bring great credit upon the foster parent, the institution. When nature has thus bestowed superior abilities, the duty of the teacher, and beyond him, of the institution, is to foster and provide for the development of them, not dooming the child to the monotony of rudimental studies and dull class-mates month after month. It is a weak excuse to say that distinctions must not be made. God has made a distinction, and we sin if we do not recognize it. Unusual mental gifts bestowed upon children are solemn responsibilities to parents. Are they less so to the institution which adopts these "little ones?"

Though comparatively so little time is given to mental culture, there are strong evidences that children in these schools may improve as rapidly as in those entirely devoted to literary acquirements. These children have been led to early exercise of their faculties, to use ingenuity and reflection in carrying out their schemes of fraud and trickery. Their minds are frequently more precocious than those of children carefully reared. The



intricacies of *fractions* and *proportion* are nothing to a boy who has solved the knotty questions of supply and demand for his physical nature, day after day, under the most perplexing combinations.

It is required mainly to change the direction of their faculties, and the same abilities that made them apt rogues will create creditable scholars. A habit of reading formed in the House will be a strong safe-guard after leaving it. It has saved many a youth from fierce temptation. This fact has been recognized, and in all these schools we find well-selected libraries of attractive books. Religious instruction is also provided for, as it should be. Cheerful and tasteful chapels are connected with each school, and Sunday-schools are carried on regularly. The children are usually carefully instructed in sacred music. After the existence and providential care of God are thoroughly understood, religious teaching should be direct, pointed, *personal*. The nature of sin, the necessity of the atonement, should be carefully explained and pressed close upon the individual experience of each young heart. The Saviour must appear as their *personal* friend and example. They must feel that religion is not only a general system of truth, but an individual experience of heart and life.

Another means of promoting reformation is considered to lie in the providing of food and clothing of suitable nature. Hunger is no doubt a great demoralizer; and neat, comfortable clothing is a decided promotive to self-respect. Among the girls dress may be made an important agent by making the distinction between pride and proper self-respect clearly apparent. Neatness should be *enforced*, while individual taste should be encouraged and subjected to critical comment. After acquiring exquisite neatness, they should be allowed to make themselves look as pretty and attractive as possible. It is woman's prerogative, the title to which she has in no way forfeited. The difference between this and weak vanity or foolish gayety should be insisted upon. But it is not well to reprove if one trains a curl or two to fall on neck or brow, or wishes to wear a knot of bright ribbon at her throat. An instance is in memory where a young girl was as severely reproved by a teacher for placing a bit of green vine in her hair, "to attract attention," as if she had told a falsehood. The art of economical purchase, neat and tasteful making up, and careful arrangement of dress, should be taught. Many girls go astray for want of proper ideas on these points. It is *not* enough, as we are sometimes told, that clothing should be whole and clean. It should be well shaped, well made, and well put on. And this may be done as well in the coarse and durable material prescribed by reform-school regulation as in any other.

Exercise and amusement come in for a due share of the day. These children are, or should be made, if they are not, like others, full of a vivacity which finds an outlet in active, noisy play. The more childlike the disposition evinced, the more easily will its owner be led as other children are.

While natural and innocent gayety need not be restrained, it is yet very necessary to watch over their sports, for indications of selfishness, injustice, and anger will be very frequent. The separation of each child from all others at night, by placing it in a room of its own, and the separation of the sexes during the entire time of their stay in the House, are looked upon as wise and beneficial measures. The former certainly is, as preventing plots or evil communications, and might be wisely introduced in our boarding-schools. The latter has been the result of careful study of the subject, and is doubtless a just conclusion. But it would seem that the mutual good influences resulting from the meeting of the sexes in society, might be provided for in these schools also, by appointing lady teachers and judicious matrons among the boys, whenever practicable, and male teachers, of undoubted Christian integrity, for the girls' school-rooms.

And lastly, good nursing and attentive care of the sick, the strengthening of weak and enfeebled constitutions by the regularity and healthful habits of the inmates, are found to be worthy of classification as reformatory powers. This needs no demonstration. The strongest moral and spiritual impressions are often made in sickness, and disinterested care and kindness are appreciated. Sometimes too, a feeble, suffering child is morbidly unruly and vicious, and discovers quite a different nature on restoration to health. Yet these institutions are not hospitals, and children thoroughly diseased or requiring special treatment for long-continued disorders, should not be retained. For the application of these principles to the end desired, there are in this country, as in Europe, the congregated and family systems. A congregated school, if carefully classified and abundantly supplied with officers, must approach, practically, very near the family one, while a large family would resemble one division of the congregated institution. If the question be the comparative efficiency of a system which gathers the children into crowds of hundreds, governs them in masses by fixed regulations, and trains them by overseers, and one which divides them into small companies, placing each under the constant and affectionate care of parents, elder brothers and sisters, so far as position, age and tenderness can assume those relations, and seeking constantly to act upon individuals, not masses, no one can hesitate as to the answer. If punishment and restraint merely, be proposed, strong walls and few officers will do. But the work is reformation and establishment in habits of purity, virtue, and industry, looking to a higher result still, that of Divine love upon the heart. No series of formal services can accomplish this. The work must be individual. Each child presents a distinct problem of weakness, perversity and ignorance, and must be addressed as its own peculiar necessities require. They must be led by infinitely varied ways to the knowledge which maketh "wise unto salvation."

The New York and Philadelphia Houses of Refuge are examples of

the congregated system. In proportion to the perfection of their system of classification, will be the reasonable hope of success. It is at present far from what it should be, as we have shown in speaking of classification. They do not sufficiently provide for *personal approaches* to the children. Their officers are too few, and find it sometimes too difficult to learn even the *names* of their charges. Reformation must be from its very nature, a work of close individual culture, and just so far as we assimilate institutions to the warmth, nearness, and limit of families, we increase the probabilities of success in it. Yet congregated institutions, with careful classification, are and may be productive of good results. Even in their present state they are so, but there must be a great waste of moral forces and energies to overcome the evils resulting from crowded divisions, and still leave a balance upon the right side.

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## PALAFITTES, OR LACUSTRIAN HABITATIONS OF THE LAKE OF NEUCHATEL

### II.—THE BRONZE AGE.

THE differences between the palafittes of the stone age and those of the bronze are very marked. The latter are larger, more numerous, and at a much greater distance from the shore. The piles are smaller, seldom more than six inches in diameter, and project one or two feet above the bottom. They are simply sunk into the ground, and can easily be withdrawn if not too much decomposed. They occur in great numbers, and in rows trending toward the shore, which leads to the belief that they were not artificial islands, like the *steinbergs*, but the bases of lacustrine constructions joined to the shore by bridges.

Between these piles occur accumulations of the utensils and pottery characterizing this age. The latter, though still prepared by hand, and baked in the open air, is much more regular in outline, and distinguished by a greater variety of patterns than that of the previous age. The paste of the larger vessels contains siliceous pebbles, but that of the smaller ones is homogeneous. The latter are frequently coated with a glaze of graphite. On many vessels there occur simple designs, such as parallel lines or triangles, traced with some pointed tool. The vases of moderate size have usually a conical base, and must have been supported either by earthen rings or by insertion into cavities in the ground. Porrhers are often found, and sometimes sieve-like vessels, which M. Desor supposes were employed in the manufacture of cheese. From one vessel, M. Desor obtained apples, cherries, wild plums, and a quantity of hazel nuts. Spindle whirrs, made of baked earth, are quite common.

The metallic utensils found in Lake Neuchatel are usually well preserved. Many hatchets, weighing from three hundred to seven hundred and fifty grammes, bear no signs of use, and show only marks of hammering by which the edge was widened. Instead of a socket, some have ears on each side, curved so as to receive a forked handle; at the top the points are bent over to hold a rivet passing through the handle. Occasionally a hatchet is found having a perfect socket, round or square. Knives are numerous, usually small, but always elegantly finished. At two stations, reaping-hooks, and at one station curiously shaped instruments, resembling the razors of the iron age, were found in considerable numbers. Chisels, resembling those now used by carpenters, are of frequent occurrence. There are also fish-hooks, usually small, although here and there one of very large size is found. One from Gauderon is four and one-half inches long.

Swords are rare. The first was discovered nearly forty years ago, and was deposited in the museum of Neuchatel. It was regarded as a curiosity, but the discovery led to no new investigations. This weapon is nearly two feet long; the hilt is less than three inches long—much smaller than the smallest yet found in India. If the swords were not simply ornamental, the bearers must have been exceedingly diminutive. Poniards, too, are rare. The blades were fastened to the hilt by riveted nails. The lance-points are skillfully made, and measure from four to six inches. Arrow-heads are not numerous. Those found are barbed, and are from one to two inches long.

Ornaments and articles of luxury are as common as arms or utensils. Hair-pins, bracelets, ear-rings and pendants, and amulets, testify to the prosperity and cultivation of the tribes. The hair-pins are always ornamented. Some have a round head, open-worked, with circular holes into which gems or studs of the metal in relief were fitted. Others have a flat head or button, while others have several buttons, or rather enlargements of the stem. Bracelets are of every variety, from the simple ring to the large bracelet covered with elegant designs. Some are made of twisted strands of bronze, while others are massive cylinders, probably intended as anklets. The ear-rings are variously-shaped—sometimes triangular, and made of a thin plate, narrowing toward the point of suspension. Some of these are covered with enamel, the composition of which has not been precisely ascertained. The amulets are usually small, triangular metallic plates, supposed to have been suspended from the neck. Crescents, supported upon a stem, and some articles composed of several branches, are supposed to have had a similar use.

The composition of the bronzes of this age is not fixed. The proportion often varies from four to twenty *per centum*, according as the people found more or less difficulty in procuring that metal. Lead, iron, and nickel are sometimes found in the alloy, but in such insignificant quantities

that they can be considered only impurities in the metal. Among the palafittes of this age are found specimens which must have been worked when cold. The art of annealing bronze must, therefore, be almost as ancient as the art of preparing the alloy itself.

Along with the stones for grinding cereals, common to this and the preceding age, are found discoidal stones, four or five inches in diameter, having, in most cases, a groove on the circumference. The use of these is undetermined. Some regard them as pulleys—others think they were weights to support the warp in weaving. M. Troyon maintains that the discoids were used in games, and relies upon the fact that in Pinelli's collection an engraving represents a man holding between his hands a similar disc, on whose circumference a cord was wound to assist in throwing. Thus far these stones are found in no place except palafittes of the bronze age.

The arrangement and preservation of the antiquities within the palafittes is of value in deciding the character and uses of the buildings. The objects have not been thrown carelessly into the water, nor are they distributed irregularly. The collections occur in masses, frequently consisting only of articles of one kind. Some have asserted that these remains were hoarded beneath the water. Others think the buildings were magazines for utensils and provisions, and that they were destroyed by fire, as is indicated by burned beams, and by traces of fire upon some of the vessels. At all events the remains found in the palafittes are usually new, and few show any signs of use. The hypothesis of destruction by fire is strengthened by the experience of investigators, who maintain that it is useless to seek for valuable antiquities except in places where the wood is charred. It is highly improbable that these constructions were the only habitations. In the Canton of Zurich there have been discovered what are believed to be genuine dwellings on the mainland. These contain the same characteristic utensils as the lacustrine stations. Mounds of erratic stones are of frequent occurrence in the Canton of Neuchâtel. In these Dr. Clement found bracelets and reaping-hooks like those of the palafittes. The bronze in both instances is of the same composition. All these mounds contain many objects which have evidently been exposed to fire. M. Gerlach has discovered in the alluvion of the Sionne, in Valais, bracelets of the age of bronze, accompanied by calcined bones, which would tend to prove that the tribes of that epoch were accustomed to burn their dead, and might serve to explain the rarity of human remains.

As yet nothing has been discovered respecting the religion of these ante-historic tribes. No idols are found, although the so-called lacustrine crescents may be regarded as religious emblems. These are of considerable size, in most cases measuring eighteen inches. They are rudely made, the paste is coarse, and the ornamental designs are very harsh. It is supposed by many that they were talismans, hung up at the doors of dwell-

ings. That international commerce existed during this period is abundantly attested by the presence of tin, which is never found in Alpine countries. What the people could offer in exchange for it is uncertain; nothing resembling a coin has ever been found.

M. Desor thus sums up the characteristics of the age in Eastern Switzerland :

1. The presence of metal under the exclusive form of cast bronze, more or less pure, but with no intentional alloy of lead or zinc. The seams of the moulding are seen on most of the objects. The cutting instruments only have undergone hammering, and the articles of dress have sometimes been retouched with the graver.

2. A considerable improvement in the pottery, notwithstanding the absence of the wheel. The finer utensils are generally conical, and provided with a glass of graphite.

3. The presence of rings of baked earth to support the conical vessels.

4. The appearance of discoid stones and lacustrian crescents.

5. Spindle whirls of baked earth, replacing the stone weights of the preceding age.

6. The greater depth of the palafittes, and hence their greater distance from the shore.

7. The piles are sunk in the ground, and to this end are always hewed to a point; the strokes of the axe are still easily recognized.

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## THE INSTRUCTION OF THE PEOPLE IN THE NINETEENTH CENTURY.

### V.—POPULAR EDUCATION IN AMERICAN SCHOOLS—(*Continued.*)

In the matter of instruction, as in many others, the main question is expense. In Europe, the short-sighted economy of governments, so lavish for their armies, is the chief, if not the sole, obstacle to the diffusion of education. We can easily understand that in the United States, where working men receive at least a dollar a day, so many millions of children cannot be instructed, so many hundreds of thousands of teachers paid, and so many thousand school-houses annually erected, without very great sacrifices. In truth no expense is spared, for they are aware no investment is more profitable. Here again the course pursued by America is precisely the opposite of the European plan. In Europe, where aristocratic ideas prevail, a system has been organized at great expense to furnish to the children of the wealthier classes the education which they need, while the instruction of the masses has been left to the zeal of the clergy

or to private charity. In America, where democratic principles rule, provision has first been made for the instruction of the people at the public expense, and the care of founding the institutions demanded by the superior culture of the upper classes has been left to the liberality of private citizens. On this side of the Atlantic the State has paid for those who were able to pay for themselves; on the other, it has paid for those who were unable. We cannot fail to award the preference to this last system. The Americans have thoroughly understood it, and very large sums have been voluntarily bestowed by different individuals upon the higher institutions of learning. They have nothing of that exaggerated regard for hereditary right which makes a man think that he wrongs his heirs by bequeathing a part of his fortune to some public charity. They believe, on the contrary, that it is right to devote a part of their property to promoting the progress of society. As in ancient times, the love of country is strong enough to overcome the selfishness and narrowness of family feeling. Thanks to the generosity of individuals,\* the interests of liberal education are making commendable progress, but we are considering here the cost of elementary instruction only.

The average annual expense for this purpose in the free States is estimated at \$1.12 for each person. Thus Massachusetts, with 1,231,066 inhabitants, expends for her common schools, without counting the cost of building and repairing school-houses, \$1,413,600; New York, with a population of 3,880,000, spends \$4,557,000, or \$1.20 for each individual; Ohio, with 2,339,502 inhabitants, \$2,548,200; Michigan, with 749,113 inhabitants, \$2,046,000; Illinois, with a population of 1,711,951, expend \$2,046,000; California, with 379,994 inhabitants, 34,919 of whom are Chinese, \$465,000. If we consider the cities by themselves, the results are still more noteworthy and commendable. Thus, 1861, the city of New York, with a population of 900,000, devoted to her public schools \$1,488,000, or about \$1.67 per individual. The total appropriation of the French government for the same purpose amounted to \$1,202,300 in 1863.

When the civil war broke out, when the sources of public property threatened to fail amid the din of arms and the convulsions of that fearful

\* Without speaking of well-known institutions, as Girard's College, in Philadelphia, or the Smithsonian Institute, in Washington, we might mention a very large number of colleges, seminaries, and academies of every grade supported in large measure by voluntary contributions. Within forty years the University of Cambridge, near Boston, has received donations amounting to nearly a million dollars. A Mr. Bussy, for example, gave over \$150,000 to the Law School, and Mr. Phillips a hundred thousand for the Observatory. Within a comparatively short time, a Mr. Putnam has given \$75,000 to endow an Academy in Newburyport; a New York merchant has devoted \$400,000 to found a Female College at Poughkeepsie, on the Hudson River, and an inhabitant of Utica has offered half a million dollars to establish an agricultural school in that city. If it is desired to found a new professorship, or to secure the services of some distinguished savant, several individuals unite, and the fund is subscribed, the income insured. Even the common people are interested in the progress of science: an Observatory has been built by means of penny subscriptions.

struggle for national existence, in spite of the enormous increase of expenses occasioned by the enrolment of forty regiments of soldiers, whose families were supported in many cases at the public cost, at the very time when the rebellious States took possession of the funds devoted to instruction, New York [city] largely increased her appropriation for public schools. Mr. Randall, superintendent of public instruction in New York, could say with just pride recalling these figures: "We may be proud of the sacrifices which we have made in behalf of our schools, especially under existing circumstances. What other nation, compelled to exert all its strength to defend its most sacred rights and its very existence, and to impose the heaviest taxes to maintain in the field a large army composed of all ranks in society,—what other nation has appropriated to educational purposes so large an amount of money amid so terrible trials? And what motive has induced us to make these sacrifices, but the conviction that the diffusion of intelligence is indispensable to the maintenance of free institutions, and that the education of all is the fundamental principle of that glorious constitution which the heroes of the revolution bequeathed to us? The people have understood that the surest way of securing the ultimate triumph of the cause to which they have pledged themselves with unanimous resolution and heroic courage, was to extend education still more widely, and to labor earnestly for its advancement." Brave words, noble confidence in the power of truth! The sword was not sufficient to subdue the slaveholders' rebellion, the book was needed; more than force must be employed: intelligence must be diffused, to eradicate iniquity from the land.

The money provided for public instruction comes from several different sources. There is, first, the school fund. The Americans have preserved that ancient tradition which considers a public charity, as an individual, needing for its maintenance an endowment, the income of which is expended for its support. Those benevolent institutions in Europe, hospitals and charitable boards, which date back to the middle ages, are generally maintained in this manner; thus also the established churches were formerly supported, and are still supported in those countries in which they yet exist. In America, instead of establishing a fund for the relief of the poor, a certain appropriation is made for the promotion of education, which prevents pauperism. A professorship is endowed in a college, rather than a bed in a hospital, and more bequests are made for the advancement of knowledge than for the distribution of alms.

The funds are furnished by an original endowment of the State, or by the sale of public lands. Congress, laying aside in this matter its habits of economy, has decided that one thirty-sixth of the lands shall be devoted to the school fund. In the Western States, where the surveyor can trace in the unbroken prairie those lines at right angles so dear to the logical



mind of the American, the township forms a square, thirty-six English miles in extent. This square is subdivided into thirty-six lots, of a mile each, and the central one, called the school section, is reserved to meet the expenses of education. As the population becomes more numerous, the lands increase in value. They are sold in their turn,\* and the price received, often increased by the accumulation of interest, constitutes the school fund, which is, in course of time, still further augmented by donations, bequests, and endowments. Some statistics will give an idea of the value of this fund in the different States in 1863. In Massachusetts, it amounted to \$1,580,000 ; in New York, to \$2,800,000 ; in Ohio, to \$2,800,000 ; in Michigan to \$930,000 ; in Indiana, a state more recently settled, which has been able to profit largely by the sale of the public lands, to \$7,250,000 ; in Illinois, to \$5,000,000 ; in Wisconsin, to \$2,230,000, not including the value of lands yet remaining unsold ; in California, to 6,622,200 acres of land.

The second source of school income is the appropriation made by all the States. The towns, on their part, are obliged to raise either an equal sum or one specified by law ; but most of them far exceed the required amount. Thus in Massachusetts, to receive a part of the income of the school-fund, the towns must obtain by taxation the amount of a dollar and a half for every child of school age, that is from five to fifteen years. No town has fallen below the specified sum, and all but thirty-nine have raised two or three times as much as the required appropriation. Every State exerts itself to find means for the promotion of this important object. Thus in one we find a bank-tax specially appropriated to schools ; in another, a tax upon rail roads ; but the chief source of income is a direct tax upon property, levied by the ordinary collectors at the same time as the other taxes. The voters of the township themselves, assembled in a general yearly meeting, decide what amount they will raise, and it is a fact worthy of commendation that the tax-payers rarely think it too large. The more intelligent a nation is, the better it appreciates the advantages of education, and the more cheerfully it submits to the requisite sacrifices. An ignorant community will always think that the money spent for its instruction is a superfluous expense, and it is probable that in a village where no one could read or write, there would not be found a majority to vote the salary of a schoolmaster. Every one feels the wants of the body, but all do not experience those of the mind, because some cultivation is needed even to perceive one's deficiencies. Therefore the authority of government must

\* Unfortunately these sales sometimes take place under unfavorable circumstances. Would it not be desirable that all the lands should not be alienated? The example of European endowments shows how the value of land increases, and this advance would be a hundred times more rapid in America. If our hospitals originally received their capital in money, their income would be hardly anything at the present time, and if the schools of America retained a part of theirs in land, it would triple itself every ten years at first, every twenty years subsequently.

give the first impulse to education in countries where the majority are ignorant. For want of such an impulse, the people would continue to live in ignorance as in their natural element.

If now we consider the system of education in the United States as a whole, we shall be impressed with its difference from the methods which prevail in Europe. Instead of masters grown old in the service, young girls from eighteen to twenty-five years almost everywhere,—the corps of teachers renewed on an average every five years,—instead of separate schools for the sexes, boys and girls together in the same classes,—no priestly influence, no action of the central government ;—as motive powers, only free discussion and the authority of public opinion,—the appropriations for education specially, directly, and freely voted by the very men who are to bear the burden of taxation,—the higher institutions of learning left to individual enterprise, elementary education, on the contrary, liberally provided for by the community,—religious instruction systematically excluded from the school,—these are the characteristics which distinguish the American system, and which are precisely the reverse of our educational institutions. Is there a country in Europe which could adopt this system with advantage? I doubt it ; for schools would become entirely disorganized under this incessant change of teachers, if all the citizens did not appreciate their importance. But if the methods could not profitably be copied, the principle which lies at the foundation of all is worthy of universal adoption. From their origin the States of New England have considered the education of the people, as M. Durny\* rightly insists, as a great public duty, as a debt due from the community to all its members. To instruct, to enlighten, has been the chief duty of government and its chief cause of expense. While other governments have lavished the millions obtained by taxation to create powerful fleets, maintain numerous armies or embellish capitals, they have reserved their money to build school-houses and pay teachers.

Centralization of power is everywhere opposed, and that form of administration termed self-government is continually demanded. - In many countries doubtless, and especially in France, it is time to loosen the too narrow trammels which restrain the voluntary action of the people and make their movements dependent upon the single will of the sovereign ; but let it be clearly understood, *decentralization* will produce great results and will lead to liberty, as the example of America shows, only when education shall be widely diffused, even to the lowest ranks of society. Formerly, war and conquest were the chief objects of the State, because they secured wealth and glory to the sovereign and nobles, who were of supreme importance. Now the chief object of the State is, or should be, to secure to all its citizens the full and free development of their faculties.

\* Minister of Public Instruction in France.

The only means of securing this desideratum, together with freedom from all tutelage, is to found numerous schools and provide a thorough, attractive course of study, which shall be complete in its sphere. The United States have understood this more readily and clearly than any other nation. The Federal government, the States, the towns, and private citizens rival each other in zeal to advance the interests of education, and they shrink from no sacrifices. Hardly is a State founded, as Kansas or Oregon, hardly is a territory organized, as Dakota or Nebraska, before arrangements are made to multiply schools as fast as the population shall increase. The instruction of the people is a national work, in which every one aids, in which all are interested. This is the noble example presented to us by the American Union, which ought to awaken more and more the emulation of Europe.

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### THE SCEPTER OF KING SOLOMON.

*"Ferulaque tristes, sceptrum pedagogorum  
Cessent."*—(MART. EPIGR. x. 62.)

IN the Jewish, Arabian and Persian legends, much is said of the wonderful throne of King Solomon, or Suleiman, as the Arabians call him.

I wish to say a few words about the *scepter* of the same king, understanding by the word, the pedagogical scepter, the *rod*. I use the word *scepter* in the sense of *rod*, because in the Hebrew as well as in the Greek language, rod and scepter are represented by the same word, and because the two have, in more senses than one, an affinity for each other.

According to an article in the June number of the MONTHLY, the word rod, when used by Solomon, is to be taken in a purely figurative sense. From Philo down to our own times, there have been those who have explained the Bible in an allegorical way; while even those, who insist that every word is to be taken literally, must admit that the language of the Bible is often highly poetical, that is to say, metaphorical. We find, for example, the word *rod* unquestionably used in a figurative sense in Isaiah xi. 4: *And he shall smite the earth with the rod of his mouth.* Accordingly, as Hamlet says, "I will speak daggers, but use none," so we might say that Solomon will only speak rods, but use none. But let us first consider this scepter of Solomon. Was it a mild scepter? merely a symbol of power? Was it a real golden scepter without any alloy of iron? Did he, like that other descendant of Jesse, smite his subjects only "with the rod of his mouth?" Was it only figuratively that Adonia, Joab, and Simei were slain? (1 Kings ii. 25, 34, 46.) Did that grievous yoke, of which the people so bitterly complained, exist only in allegory? (ibid xii. 4) and

is that too to be taken allegorically, when his son says, *My father has chastised you with whips?* (ibid vs. 61.) It seems not; and if we must admit that the scepter of King Solomon was sometimes, at least, an iron scepter; that in spite of his name (which is of the same root as the Hebrew word for peace), he made use of the sword; we must also admit that in the rules for education—itsself a kind of reigning—Solomon would unhesitatingly employ the rod in the literal sense of the word. We must admit that he means a real rod and a real punishment when he says (Prov. xxiii. 14), *Thou beatest him with the rod, but thou deliverest his soul from the Sheol (perdition);* or (xix. 18), *Chasten thy son while there is still hope, and do not take to heart his crying;* which may and has been explained, “Chasten thy son while there is still hope (to correct him), but do not wish to kill him.” Besides, in order successfully to investigate the true spirit of the book of Proverbs, it must be studied in connection with the other books of the Bible. If we refer to the five books of Moses, we shall there find on every page mention made of corporal punishments, and even of the penalty of death in various forms. Especially with regard to education, we find (Deut. xxi. 18) that a stubborn and rebellious son was to be “stoned with stones”—an expression that certainly can not be taken figuratively.

As a proof that the old Hebrews did not educate their children by words merely, we adduce as witness a single letter, the Greek *Lambda*. This *Lambda* is nothing else than the Hebrew and Phœnician letter *Lamed*, so called because its figure resembled that of a *goad* used in driving cattle. From the same root as *Lamed* are derived the Hebrew words for *exercise, accustom, learn, teach, etc.*; and hence in Isaiah xxix. 13, where the word is employed in the Hebrew text, the meaning seems to be “Their fear toward me is a precept of men inculcated by force.” Another proof that the old Hebrews did at times actually chastise their children, may be found in the passage, *As a man chasteneth his son, so the Lord thy God chasteneth thee* (Deut. viii. 5). According to this and another passage (Psalms cxix. 71), pain and suffering are not to be considered as evils but visitations,\* and the parallel drawn between divine and paternal castigation, shows that in like manner corporal punishment of a child is certainly not to be considered as *cruelty*, as is asserted in the article mentioned. The word used in the original of all these passages to express *chasten, chastise, chastisement, etc.* (*jassar*, in Hebrew), has various significations. Where, for instance, the translation uses the word *chastise*, as in the above mentioned passages, or *reprove* (Prov. ix. 7), or *instruct* (Job iv. 9, Psalms xvi. 7, Isaiah viii. 11), or *teach* (Prov. xxxi. 1), the Hebrew word

\* It is highly characteristic, that at a later period (see Buxtorf *Lex.*, p. 965), the usual word for bodily pain (*yissurim*) means properly chastisement, which implies that all pains and sufferings are sent as corrections by God.

is always the same (*jassar*). An analogy to this we find (as Geserius remarks in his Thesaurus, p. 604), in the German *ziehen*, to breed, to cultivate; *erziehen*, to bring up, to educate; *zucht*, discipline, correction; and *züchtigen*, to chastise, to scourge. All these words have the same root, only that *züchtigen*, as harder in itself, is a stronger term than *ziehen*. These examples sufficiently attest, that among the Hebrews as well as among the Teutonic nations, the idea of education is more or less connected with that of chastisement.

Had the original text of the above mentioned passages in proverbs employed merely the usual word for castigation (*jassar*), there might be some room for doubt as to the true meaning. But the author of the book uses the word for rod (*Schebeth*), and that he means a real rod, may be judged of from the fact that, in speaking of children, he always uses the same word, while in speaking of a horse (Prov. xxvi. 3), he uses the word for whip or scourge (Hebrew, *Schot*, which, by the way, still exists in the Spanish word *azote*, whip, formed from the Arabic *Saut* and the article).

The author of the article in review may be right, however, when he says that the application of the rod ought, according to Proverbs, to be restricted within narrow limits. It is said distinctly, *Foolishness is bound in the heart of the child, the rod of correction shall remove it from him* (Prov. xxii. 15). The rod is only for the fool, and a fool (*kesil*) in the Old Testament, means a person who deviates from the right path. Thus an old French Bible translates, "I erred not from thy precepts" (Psalms cxix. 10), by "*de tes commandanz non foliai.*" A wicked person is a foolish one, an idea, which by the way, is also expressed in the Greek *ἄρνη* (Hom. II. vi., 356). The rod is to be employed only in case of the fool, or, what is nearly the same, the serf, that is one who is a slave to his passions, a brutish person, or in case of those who will not be corrected by words (Prov. xxix. 19). But for one who is not a fool, words are to be used. *A reproof enters more into one who is sensible (mebin) than a hundred stripes into a fool* (Prov. xvii. 10): and, *the words of wise men are as goads* (Eccl. xii. 11), which, as in Eccl. ix. 17, certainly means that the wise man, one who knows how to train a child according to his disposition and turn of mind (Prov. xxii. 6), will use words which will have the same or even a better effect than the rod in the hands of others.

We may therefore say that the rod is to be used as "*ultima ratio*," when there is no other means of correction. If, however, we want a figurative passage, we might perhaps find it in the story of Moses (Numb. xx. 12, 24, xxxii. 14), who was punished for having smitten the rock with the rod instead of speaking to it, which would have been an example of forbearance and patience. This rod, according to an oriental legend, was taken from a tree in Paradise, and was not to be used to strike with.

Every one knows what Cervantes has said concerning translations, and

what the Italians in a shorter way express by their "Traduttore Traditore." Howsoever correct a translation may be, still an insight into the original will give a better understanding. There is no translation without also some *dislocation* of the original sense, in the case of entire sentences as well as in single words.

The modern languages express scepter and rod by two different words. The Hebrew *Schebeth*, however, and the Greek *Skeptron* (allied to *Schebeth*, and the Latin *Scipio*), signify in the primary sense a rod, in the secondary, a scepter. This at once shows us the difference between olden and modern times. We talk much and write still more; we use words and words only; the ancients did not talk so much and wrote even less; but they had another language, that of *symbols*. We read of the coronation of the Austrian emperor as king of Hungary, and all those ceremonies appear to us a vain and idle show; but in former times those symbols bore an obvious and striking import. And thus we find throughout all antiquity the rod an eloquent symbol, a necessary attribute. Shepherds bore a rod (Psalms xxiii. 4, Micah vii. 14), so also kings, the shepherds of nations—*ποιμένες λαῶν*—as Homer calls them, and it is certainly characteristic that the Romans of old used a spear instead of a scepter. The same seems also to have been a custom of Saul's (1 Sam. xviii. 10, xxii. 6). From this use of the rod, originated in all likelihood the crozier, the pastoral staff of the bishop.

The different Latin words *Baculus*, *lituus*, *pedum*, *Virga*, and the Greek *ῥάβδον*, *βάκτρον*, *σκήπτρον*, and their compounds, show that nearly every occupation had a certain rod as a distinguishing mark. As in many other instances where the words are still in use while the thing itself is obsolete, the German language has retained the expressions *Zauberstab*, magic wand; *Bettelstab*, *an den Bettelstab bringen*, to reduce to beggary; *Heroldstab*, herald's staff; *den Wanderstab ergreifen*, to take the staff for wandering; and, *den Stab über Etwas brechen*, to break the staff at something, an expression of utter condemnation, originating in the custom of breaking a staff when sentence of death was pronounced. Suppose now that the pedagogue, too, had a staff in his hand, as indeed the *Septuaginta* translates the passage (Judges v. 14), not "with the pen of the writer," but "with the rod of the scribe" (*ῥάβδω γραμματέως—δηγήσεως* seems to be a later emendation), he certainly must have used it sometimes, or else it would have been a mere sign without signification, and there is nothing more ridiculous than the symbol of power without the power itself.

It is not my intention to speak about corporal punishment; that is an independent subject. My purpose is merely to show that the author of the Proverbs speaks *not* in a figurative sense, and that just as we find corporal punishment in the laws of Menu and among other nations of old, so the old Hebrews did not abhor an occasional chastisement. Besides, we must not

forget that in those times it was only in exceptional cases that we find a man devoting himself to the life of a pedagogue, and have a special word for that occupation (as Numbers xi. 12, Jer. xl. 23, 2 Kings x. 15). Generally it was the father—this “*incompactissimus custos*,” as Horace calls his own father (Sat. I., 6, 81)—who had the charge of the child, and it is to the father that Solomon addresses his words. Solomon, as a wise man, knew that a father would not readily go too far in whipping his child, and that he rather needs an admonition not to spare him, than an exhortation not to whip too hard.

In conclusion, I cannot refrain from another remark. There is, perhaps, no other country where we find so many biblical reminiscences, especially of the Old Testament, as in America. In no other country do there exist so many biblical names derived from the Old Testament, and no other literature abounds in so many biblical expressions and allusions. People in this country are indeed what the Germans call “*bibelfest*,” and the above mentioned article is an instance of this. One may read the whole of Locke’s “Thoughts concerning Education,” or of Rousseau’s “*Emile*,” or the book “*Dell’ Educazione*,” of the renowned Italian author Tommaseo, or any of the German books on education, without finding a single biblical passage quoted. But as the old Hebrews certainly did much in the cause of education, since the instruction of the children forms part of the law, and as a pedagogical idea pervades the whole of the Bible, this book may, in some parts, be considered a kind of *pædagogopædie*, instructing us how to educate. We must take care, however, always to elicit the right meaning, and to find in those passages nothing but what is really contained in them, else we risk being reckoned among those concerning whom Göthe says—

“*Legt ihrs nicht aus, so legt ihr’s unter.*”

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INDUSTRIAL EDUCATION.—No boy should be allowed to grow up to manhood, and no girl to womanhood, without having become skilled in some department of manual labor. No matter how rich or poor, no matter how learned or how ignorant, every one should know how to earn a subsistence by *bona fide* hard work. Your lawyer, doctor, clergyman, heiress, teacher, actress, may live to see the day when he or she will not be wanted in his or her chosen vocation, yet be in urgent need of board and clothes. Such cases are constantly occurring. Most of those who plead for something to do, know not how to do anything that others want. “I am willing to do anything,” they say; but they really know how to do nothing. It is a crime to rear a child to such helplessness, though he were to inherit the wealth of Cræsus.

## GRAMMATICAL NOTES.

## III.—THE POSSESSIVE CASE OF NOUNS.

THERE is, to say the least, much want of simplicity in English Grammars, in stating how the possessive case of nouns should be written. We are told, perhaps, 1st, "The possessive singular is formed by annexing an apostrophe and the letter *s* to the nominative;" 2d, "The possessive plural is formed by annexing an apostrophe and *s* to the nominative plural, unless it already ends in *s*, in which case the apostrophe only is annexed;" 3d, "Nouns ending in the sound of *s* usually form their possessive case by annexing an apostrophe only, especially if the next word commences with an *s* sound." Now this is exceedingly confusing, in a great measure incorrect, and altogether unsatisfactory. Some fifteen years ago we adopted a simple rule, which we have since stated at two or three different Teachers' Conventions, and in the class-room again and again. We have tested it by comparing it with the practice of standard writers, and have seen, as yet, no good reason for changing it. It is applicable as well to the plural as to the singular, to nouns ending in *s* as to nouns not ending in *s*. It is this:—Annex to the nominative an apostrophe,\* *always*; then, if, in pronouncing the possessive, you give to the word the sound of a final *s* or *z* not heard in pronouncing the nominative, annex an *s*; if not, do not.

## EXAMPLES.

1. Apostrophe and *s* annexed.  
The *man's* hat,  
*Men's* shoes,  
For *truth's* sake,  
The *schoolmistress's* story,  
An *Esquimaux's* hut,  
Our *corps's* [sing.] commander,  
*Langlois's* experience,  
To *Douglas's* obscure abode,  
And in *Melrose's* holy pile,

2. Apostrophe only annexed.  
The *boys'* hats;  
*Archimedes'* screw;  
For *conscience'* sake;  
In his *highness'* favor;  
The *Esquimaux'* habits;  
The ten *corps'* [pl.] commanders fell;  
The power of *Jesus'* name;  
They shout the *Douglas'* name;  
Sought *Melrose'* holy shrine.

The law for the possessive case, whether singular or plural, is one. It should be written as pronounced. This is almost invariably done with reference to the plural,† for the simple reason that the nominative gene-

\* This rule, be it observed, is for *nouns*, not for personal pronouns, which should never be written with an apostrophe,—*hers, its, ours, yours, theirs*, being the true form for these words.

† There is a misspelling of the possessive plural which does not affect its pronunciation, but which is palpable enough to the eye. It occurs continually among writers of all grades. The following are instances of it. "Controversy is not seldom excited in-



rally ends with the sound of *s*; and as an additional *s* is not heard in pronouncing the possessive, an additional *s* is not appended after the apostrophe. Where this sound, however, is heard, as in *children's*, *cherubim's*, *geni's*, *sons-in-law's*, the *s* is annexed, just as in the singular.

Some may be disposed to say, If the last four of the above examples are correct, then we can pronounce and write the possessive as we please, either with or without the apostrophe. It may, at first glance, seem so; but if the reader will follow us patiently through, we will endeavor to show that, in this apparent irregularity, there is, notwithstanding, a conformity to law and usage, as well as a certain usage to which we are to conform.

If Sir Walter Scott, or any other poet, for the metre's sake, says, in one place, "the *Douglas'* name," (and "the law allows it,") and in another, "the *Douglas's* command," does it therefore follow that you or I, in unambitious prose, may, at our pleasure, write, on one page, "*Willis's* Poems" or "*conscience'* sake," and on the next, contrary to established usage, "*Willis'* Poems" or "*conscience's* sake?" This would argue either our ignorance of the true pronunciation of these words, or our indifference to, perhaps contempt of, general usage. The laws of poetical composition in all languages allow certain licences which are not tolerated in prose. It is only by one of these licences that the poet is allowed to clip the pronunciation of *Douglas's* and *Melrose's* to *Douglas'* and *Melrose'*, and even to transfer the accent in the latter from the second syllable to the first.

The only real difficulty seems to be in regard to nouns ending with an *s* sound. If they are to be written as pronounced, when shall we pronounce them with an additional *s*, and when not? We will endeavor, if possible, to clear up the matter somewhat, if not altogether.

1. When a proper (or any other) noun is prefixed, as a designating term not implying possession and without any change of pronunciation, to another noun, it should not be written with the sign of the possessive. It is not a noun in the possessive case at all, but an adjective. Examples:—*Phillips Academy*, *Rutgers College*, *Adams Express Co.*, *James Street*, *Coenties Slip*. There is no reason why these, and such as these, should have the sign of the possessive any more than the leading word of any of the following expressions:—*Yale College*, *Manhattan Life Ins. Co.*, *Hudson River*, *Clinton Place*, *Peck Slip*, *Catharins Ferry*; much less that that sign should be improperly used, as we have seen it used, and that, too, by "respectable people," thus; *Phillips' Academy*, *Rutger's College*, *James' Slip*, etc. Under this head come such expressions as "*Mars Hill*," "The

consequence of the *disputants* attaching each a different meaning to the same word."—*Coleridge*. "In most cases, the people who talk about a man's *writings* being light know nothing about severe thinking."—*A. K. H. Boyd*. *Disputants* and *writings* should have been *disputants'* and *writings'*—i. e. with the apostrophe.

*Times Office*," "The *Collins Steamers*," "Savings Bank," "Dobbs Ferry." Lippincott's *Gaz.* has it *Dobb's*, and Lossing, *Dobbs's*!

2. Proper nouns ending with the sound of sharp *s*, as *Brooks*, *Cox*, *Norris*, *Poff*, *Prentice*, *Tantalus*, *Titus*, should, as a general rule, have their possessives sounded and written with an additional *s*. "Voss's hobby-horse."—*Bancroft*. "St. *Vitus's* dance."—*J. E. Worcester*. "Phillips's dictionary."—*Do.* "Mr. *Burgess's* discovery."—*H. Tooke*. "Tantalus's kingdom."—*Pope*. "*Wilkes's* liberation."—*N. A. Rev.* "Horace's canon."—*Disraeli*. "Dr. *Watts's* sermons."—*Southey*. "*Clarence's* Plantagenet."—*Scott*. "King *Bagdegamus's* party."—*Bulfinch*. "Sir *Lewis's* Swiss porter."—*Macaulay*. "St. *Dennis's*."—*Do.* "*Erasmus's* dialogues."—*Do.* "*Ellis's* reprint."—*G. P. Marsh*. "*Dyce's* edition."—*Do.* "*Wili's* Scripture pieces."—*Cheever*. "*Brooks's* integrity."—*E. Everett*. "*Douglas's* original poetry."—*Hallam*. The word *Jesus*, however, is an exception to this rule. The form for the possessive of this word, as established by custom, is *Jesus's*;—not *Jesu's*, (pronounced as we have sometimes heard it from the pulpit, *Je-zhoos*,) nor yet *Jesus's*. This last form may possibly be tolerated, but barely tolerated, in verse. It was thus Charles Wesley wrote, "When my heart first believed, what a joy I received,—what a heaven in *Jesus's* name." In poetry we may expect to find, "A *Titus's* noble charities." "*Aurelius's* countenance," "*Cocytus's* brink," "*Phæbus's* steeds," "At *Ajax's* bosom," "*Bacchus's* blessings." The additional *s* is omitted here, not to avoid the recurrence of unpleasant sounds, as we are sometimes told, but to fit the syllables to the procrustean bed of verse. The recurrence of *s* sounds in these cases is really no objection; for numberless instances of harsher combinations than any of these possessive forms with the additional *s*, occur all through the language, and are used without the slightest objection. Nay; we hold that, with all its *s's*, the expression "Sir *Lewis's* Swiss porter," or "*Keats's* St. Agnes' Eve," is positively more easily pronounced and more melodious than "Sir *Lewis* Swiss porter," or "*Keats's* St. Agnes' Eve," properly pronounced, would be. The same is true of "*Phæbus's* steeds" as compared with Pope's "*Phæbus* steeds," and of other examples innumerable. Away, then, with this paltry, meaningless objection!

3. Surnames like *Adams*, *Johns*, *Peters*, *Richards*, *Williams*, should receive the additional *s* in pronouncing as well as in writing their possessive, if for no other reason, to distinguish it from the possessive of the corresponding Christian name, *Adam*, *John*, etc. The only seemingly plausible, though not real, objection that we can conceive of being urged against this, is the unusualness of some of these forms. Here, we have no doubt, is just where all the trouble lies. While *Adams's* and *Williams's*, and others of them are familiar enough to the eye and the ear, some that are less frequently met with, we admit, "seem odd" if written and pro-

nounced as we believe they should be. Take "*Samuel's* Ornithology." It was only a day or two ago that we met this in the *Nation* of August 8th. And though unusual, we think it right, and to be pronounced *sam-u-elz-ez*.

4. In fact, perhaps most proper names ending in *s*, even when that letter has the sound of *z*, should receive an additional *s* in pronouncing as well as in writing.—"*Bays's* monster beast."—*Pope*. "*Styles's* Register."—*Macaulay*. "*Mrs. Siddons's* Milton."—*Do*. "*Collins's* Odes."—*Southey*. "*Edwards's* Works."—*Channing*. "*Dickens's* Works."—*Day's Punctuation*. "*Mrs. Hemans's* poetry."—*N. A. Rev.* "*Dr. Hawes's* church."—*H. Barnard*. "*King James's* translation."—*G. P. Marsh*. "*Charles's* affairs."—*Prescott*. "*Stephens's* Incidents of Travel."—*N. A. Rev.* "*Sands's* writings."—*R. W. Griswold*. "*Wells's* Grammar."—*G. Brown*. "*Ticknor and Fields's* latest publications."—*T. and F.'s Adv't.* The Appleton's publish *Hows' Readers*, as the books themselves say on the back. But with all deference we would submit whether *Hows's* would not be the true form for the possessive case of this name, leaving *Howe's* in undisputed possession of its own pronunciation as well as orthography. *Hows's* is certainly no harder to pronounce and no harsher to the ear than *houses*. Besides, it speaks the truth, while the pronunciation of *Hows'* carries a wrong impression. It naturally calls up *Howe's*, which *Hows's* can not do.

5. From the above class we unhesitatingly except, and write without an additional *s* in the possessive, all names ending in *rs*, as *Ayres'*, *Beers'*, *Manners'*, *Waters'*, *Withers'*; also names ending with an unaccented syllable terminating in the sound of *ir* or *ez*, as *Humphreys'*, *Moses'*, *Jabez'*, *Hedges'*; also names ending with an unaccented syllable terminating in the sound of *eez*, as *Davies'*, *Socrates'*, *Achilles'*. This we do on the score of euphony, sustained as it is by usage. "*Lord Berners' Froissart*."—*G. P. Marsh*. "*Moses' minister*."—*Josh. i. 1*. "*Dr. Chalmers' knowledge*."—*C. Knight*. "*Mithridates' flatterers*."—*Do*. "*Alcides' club*."—*Lamb*. "*Archimedes' screw*."—*J. E. Worcester*. The repetition of two similar unaccented syllables in succession is harsh, and our best speakers and writers, if they can, generally avoid it.

6. We should also write without the additional *s*,

a. All common nouns ending in unaccented *ance* or *ence*, followed by a word beginning with *s*; as, *acquaintance'*, *temperance'*, *conscience'*, *science'*. This is the form established by usage. "*Alliance' sake*."—*Shak*. "*Science' self*."—*Byron*. "*For convenience' sake*."—*Max Muller*. Followed by other words, they take the *s*. "*Your reverence's mule*."—*Ivanhoe*. Proper names in these terminations follow the general rule; *Adriance's*, *Severance's*, *Clarence's*, *Terence's*, etc.

b. All common nouns in unaccented *ess*, that have no plural; as, *good-*

*ness', holiness', prowess'.* Nouns having a plural readily and usually admit the additional *s*; (though sometimes, for the measure's sake, it is omitted in poetry;) as, *mistress's, princess's, witness's.*

We conclude with giving a few examples of possessives improperly written. 1. "As regards *others's* opinions."—*Century*. 2. "*Ladies's* bonnets."—*Balch's Lect.* 3. "Who thirst for *scribbling's* sake."—*Pope*. 4. "For *distinction's* sake."—*Anthon*. 5. "For *independence's* sake."—*F. A. March*. 6. "For truth's sake and his *conscience.*"—*Shak.* This needs the apostrophe,—*conscience'*. 7. "For *knowledge* sake."—*Hooker*. 8. "For *ten's* sake."—*Lennie*. Say, "for ten's sake." 9. "For *peace* and quiet's sake."—*Cowper*, as published by *C. Wells*, 1835. "For *peace* and *quiet's* sake."—*Cowper*, as published by *Appleton*, 1859. The omission of the *s* from *peace*, is an allowable poetic licence; but the omission of the [*']* from that word is an error, as is also the omission of *s* from *quiet's* in the last instance. 10. "Next came the *ladies* turn."—*N. Y. Daily*. 11. "*Sheeps'* wool."—*Lippincott's Gaz.* Brown says the possessive plural of *sheep* should be written *sheeps'*, to distinguish it from the possessive singular. Kerl remarks, "This is a questionable rule." It is more. It is contrary to all analogy, unnecessary, and most vicious. 12. "St. *James'* coffee-house."—*Disraeli*. 13. "*Davies's* Algebra." 14. "*Socrates's* life."—*Lennie*. 15. "*Verres's* trial."—*Macaulay*. 16. "Mr. *Harris'* services." 17. "In *Felix'* room." 18. "The sound of *horses* feet." 19. "*Holme's* Am. Annals." The nominative here is *Holmes*, not *Holme*. The possessive should therefore be *Holmes's*. 20. "*Descartes'* views." This requires the additional *s*, the nominative (*Descartes*) being pronounced *de-kart*. 21. "*Ladie's* Room."—*B. R. Depot, Jamaica, L. I.*

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## JOHN BOYD.

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### CHAPTER XXI.

ON the Monday morning after the Professor's Comfort lecture, the *Wye Morning News Letter* contained the following paragraph:

"Professor Beelen lectured at Comfort last Friday evening before a crowded and intelligent audience, which manifested their interest by giving to the learned lecturer the profoundest attention. The popularity of the Professor as a lecturer is, we are informed, bringing upon him a pressure of invitations, thus multiplying his engagements to such an extent as to render it extremely difficult for him to fulfill them. This state of things renders it, no doubt, desirable that applications for his services as a lecturer should be made without delay."

The impudent vitality denoted to the initiated by this newspaper para-

graph produced upon them rather a ludicrous effect. The paragraph would deceive many unsophisticated readers, who would regard it as purely editorial, and as indicating the importance of the Professor. While the initiated chafed at this reflection, they disdained to do more than laugh over the statement. The man who has a constituency is strong, even though the constituency consist of the unsophisticated. With a sense of the strength gathered to him by his newspaper statement, the Professor entered school again. He was wont to compare himself to the moon that sailed tranquil in the heavens above the dogs that barked at it ; and doubtless it was upon this principle that he determined still to act. Yet for all his strength, and for all his tranquil indifference, his look of suspicious alertness had become intensified ; and a hard look darkened the expression of benignity which, according to custom, he assumed, when presently he stood at his desk before his assembled pupils. He detained them awhile after the opening religious exercises to tell them about his lecturing experiences at Comfort. It was a means of advertising himself which he was not likely to neglect. Self-complacent and undulatory in tone, he indicated with great clearness and accuracy the remarkable success which had attended his efforts, and finally drew the moral that if they would only give close attention to their studies, some of the pupils might eventually, perhaps, rise also to distinction in the higher walks of literary life. The disgust and uneasiness with which the school sat under these remarks had no effect upon the Professor's paternal complacency while delivering them. Elsewhere he assumed the *role* of the charitable Christian. Charity became the burden of his prayers and exhortations. If a brother was charged with a fault, he would strive to allay the bitterness of feeling against him. A prominent politician was decried for some act of immorality, and he found in the Professor an indefatigable defender, going about palliating the fault, or explaining it away. And all the while he would manage to drop softly, here and there, poisonous words concerning his own personal enemies, and he would show how the justice which had been wrought upon Miss Woodstock must needs fall ultimately upon all who would array themselves against the Christian.

Meanwhile Boyd had become thoroughly repellant to all demonstrations of a social kind coming from the Professor, never seeming to notice him excepting when the of the school required it. When the warm weather came on, John would go occasionally to the neighboring beach with parties of boys. One day Beelen, inviting himself, joined them. While Boyd was walking on the sand, Beelen approached and took his arm in a sociable way ; nor did he withdraw his arm, though Boyd by not locking it, failed to encourage him. The Professor held on, and opened with a glowing appeal to his companion to look upon the sea and to admire it in its grandeur.

"Excuse me," said John, "there are some of my boys awaiting me. I must join them." "Ah—yes—well," ejaculated the Professor, clinging to Boyd. "I wished to say something confidentially, if you could spare a few minutes. Shall we go to those rocks where we may be alone?" "No, I think not," said John, looking at the huge pile of rocks indicated, "I fear we should be rather too lonely." "O, I guess not. We can have a good bath together there without fear of interruption; and I can tell you what I wish to." "Perhaps," said Boyd, "if we should go to bathe so far away from the rest, the undertow or something else might be the death of one of us, and then the competition for the principalship of the Institute and the Saturday School would be brought to too sudden an end—a melancholy result, you know, that is by no means to be invited." Beelen lifted back momentarily with a glare, but he at once recovered his smoothness of manner. Boyd had withdrawn and was confronting him.

"I have been talking with Tilden Boyd," said Beelen, with a slightly sinister pucker. John tarried to listen. "I have been talking with him confidentially," said the Professor, "he has told me of that affair of yours." Beelen waited, and John eyed him. "I told him," continued Beelen, "that I did not see that you were blame-worthy. You simply invested Miss Praggé's money, by her own request, in the manner which seemed to you best. You only committed a mistake, I told him, such as any one was liable to commit. You, nor any one could ever have foreseen the failure of the company. You acted honorably. You have, I fear, been over sensitive lest dishonorable motives might be imputed to you. I can, I think, judge of your feelings from my own under similar circumstances. Our temperaments, I think, are much alike. I have defended you—I have defended you to the last." "The affair needs no defending, and when it does I will hire one of my own selection to it do." John was turning away again. "As to the matter of the will," continued Beelen, and John lingered,— "I—I told your cousin that I thought the Welford Boyd property belonged by good rights to you, and that the story of the drawing of another and a later will must be true; that if he had purchased your old homestead with the money he would most probably have to quit it, for the later will would most surely turn up—." "Humph!" Boyd ejaculated, and he turned and walked away, leaving Beelen alone on the beach. John, indeed, desired to be alone awhile. He stood and looked out upon the sea. "What if it be true," he thought. The bare possibility of his repossessing the old homestead suggested itself. He stood and looked and thought. The boys were having a fine time on the sand. Their shouts, however, hardly rose above the roar of the waves. He felt like joining them, but his reverie held him. His mind began to reason out the case. This uncle of his, Welford Boyd, had always regarded him with special kindness until Tilden came to him. That was a shrewd play of Tilden's to get the money by

conciliating the old man to himself, and alienating him to his favorite nephew. Tilden was poor. It was a way for him to get rich. An easy way. That explained why Welford Boyd had turned cool. John could not understand it before. Yes, that was the explanation. John had taken no pains to reconcile his uncle. He had discontinued his visits upon the discovery of the coolness. One day, however, not long before the uncle's death, John had chanced to meet him, and at that interview the old preference for John had plainly manifested itself. Then came a paralytic stroke which prostrated the uncle, and he sent for John. When the latter arrived there were present in the room Tilden Boyd and Prage. These two withdrew from the bedside to a corner, and Welford Boyd took John's hand and glanced uneasily at the others. "What can I do for you?" whispered John in his ear, for a burden seemed to be resting upon his uncle's mind. The latter could not speak, but he turned his eyes to a little closet that was set high in the opposite wall. He glanced from the closet to John and back again until John looked thither; and then Welford Boyd's eyes grew dim. He was dead. Now what was in that closet? The new and last will?

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## CHAPTER XXII.

It was clear from Tilden's manner that if such a will had been made, he had not possessed himself of it. John determined to look for it upon the first opportunity. On the following Friday he took the cars for Barbridge where his uncle had lived. He would first of all look for it in the closet. Ever since his uncle's death the house had been untenanted. The key had been entrusted to a neighbor, from whom Boyd readily got it; and he borrowed a candle and proceeded at once to the house. The sun had set a half hour, and the twilight was fading. The old house, long unpainted, presently stood before him, dark and uninviting. The neglected garden was rank with weeds. Just as his hand touched the gate, a clump of shrubbery, that stood by the corner of the house, was shaken, and something sprang from it and darted round the corner out of sight. The thing was white whatever it was, so that he discerned it the more clearly. But the movement was so sudden that he got but a glimpse of the object. He opened the gate and went in. He walked up the path and around the house, but there were visible no signs of the presence of any one. Reaching the door he unlocked it and stepped in, and lighted the candle. Then he closed and locked the door. The house evidently had not been opened for a long while. The air was damp and stagnant; and that peculiar odor which belongs to old houses was strangely palpable. As he was ascending the staircase a sound fell on his ear, from what direction he could not tell, but certainly from somewhere within the house. He

stopped to listen. The stillness was so profound that he began to think he had been deceived. He hardly permitted himself to associate the sound fancied or otherwise with what he had seen outside. He was bent upon the accomplishment of his errand ; but he stepped more slowly when he went on. The noise had seemed like that of one moving quickly but softly out of a room. It was a slight rushing sound. It might have been the wind rising among the trees about the house. With that reflection he again dismissed the thought of it from his mind.

The door of his uncle's chamber was ajar. He pushed it open and entered. The bed was made up, and was just as it had been left after the funeral. A door at the side of the room leading to another chamber was wide open. Access in that direction was had to the back part of the house. The windows and blinds were closed. The circumstances and associations of the place were depressing. Putting the candle on a table, he stepped upon a chair and pulled open the door of the closet. Instinctively he slammed it to again, and jumped to the floor and stared around him and then up at the closet door. But that was only for an instant. Immediately he stepped into the chair again and pulled open the door and looked in. A fading phosphorescent light revealed itself from the wall in the depth of the closet, assuming the shape of a grinning skull. "That was done by human fingers," he thought, "and but just now. There's some one in the house." At that instant something rushed through the room—something white ; he caught a glimpse of it as it flitted through the door leading to the next chamber. "Now that is neither ghost nor devil," he thought as he stood on the chair looking in the direction whither the thing had disappeared. "Being visible, it is flesh and blood." He turned and ransacked the closet hastily. There was considerable rubbish in it, old books and newspapers, bottles and manuscripts. He must examine thoroughly. He removed all the bottles first and held them to the candle to see whether they contained anything. Each and all were empty. Then he looked through the leaves of all the books, and finally he came to the manuscripts. These were the most likely to contain the thing he sought. He went to the chamber door and drew it to, and just then a loud, vacant, horrible laugh resounded through the house. "Human lungs," he muttered. "This is the nineteenth century, and I hope I'm of it. Nothing worse than a tussle, perhaps, unless it be a bullet. But that's not likely. No sufficient motive. No? Tilden?—His point would hardly be to prevent my getting the will, but to get it himself. Perhaps he thought of the closet at the same time—by Pragge's suggestion, it may be. I'll keep the doors closed." He rose and closed to the door that led to the hall. He had no sooner taken his seat when the door was flung wide open again. He started to his feet. Standing motionless in the doorway was a figure clad in white. "Pragge!" John



ejaculated. At once the figure stepped one side and Tilden Boyd walked into the room. And yet it could hardly be said that he walked. His posture and gait would have reminded one rather of the act of creeping. His face was white and distorted, and he rubbed his hands as he approached to where John stood. "I have come to look for the will," he chattered. "Yes, I would have justice done. Let's look these over—look these over together. Ha, ha, it's strange, isn't it, we should have hit upon it at once. These are the papers? I've brought a candle, too. Pradge, bring the candle, won't you?" All the while he kept his eyes turned up under their brows toward John, as though he feared that to remove them would be to lose some advantage. And meanwhile John continued his search among the manuscripts. Pradge fitted in with a candle after the traditional ghostly way, and then retired to the bed, in the middle of which with a leap he settled himself, and glowered at the two will-seekers. "You tried my nerves somewhat," said John, honestly, "but you did not succeed in frightening me away." "Ha, ha—he—e," chattered Tilden, with ghostly jollity, "we didn't want to frighten you away, did we, Pradge? We are glad of your assistance." "Very much obliged to you for your appreciation of my services," replied John, "you'll find them valuable, for I shall hunt with inexorable tenacity." Hereupon he drew a larger manuscript from the file. Tilden made a sudden movement of his hand as though to clutch it. John drew it away, eyed him, and then proceeded to look at the manuscript. He had examined everything thoroughly but this. Tilden kept his eyes still turned to him from under his brows, while John read. Presently John folded up the manuscript, and was putting it in his side coat pocket when Tilden on a sudden clutched at it. His face was ghastly white, and so distorted that he showed his teeth. John strove to push him away, but with this horrible expression he held on. Pradge stood up on the bed. Tilden seized a chair. It was a threatening movement. John caught the chair, and in the struggle the table was upset and the candles were put out. "Come," was whispered in John's ear. The voice had a friendly sound, and he allowed himself to be thrust from the room and accompanied to the door. "Pradge," said he, there, "I could have taken care of myself,—but this convinces me that you are friendly." "I would not be hung," was the cold reply.

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THE common school is that means which enables men to be educated, which unseals their eyes, and opens their faculties, and gives them the liberty to think and to acquire. To read and write is not much; a pair of eyes is not much; but the amount of a man's seeing is a great deal in his lifetime; and the intelligence which is gathered by reading and writing is immeasurable.—*Beecher.*

## THE MONTHLY.—OCTOBER.

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### REUNION.

VARIETY is certainly one of the prime sources of human delight. The seasons in their order pass and repass over the sympathizing surface of the globe, and we, its tenants, honor each in its due rotation. We reflect with pleasure, in the icy Winter, on the coming flowers of the Summer, and, whilst gathering the golden harvests of Autumn, long for the bracing airs and cool green glories of the Spring.

In like manner pass the ever-varying changes in the periods of our lives. The joys of infancy yield to the sports of youth ; these are absorbed in the toils of manhood, destined to be superseded by the sober reflections of age. But there are wheels within wheels, and even these changes have also their variations. The toils of manhood need the relaxations of rest and of recreation ; and a renewed association with the delights of infancy is not unfrequently resorted to as a pastime and solace by declining age. But pleasure soon cloy, and is rarely or never found totally unalloyed with sorrow ; whilst toil, when freely accepted and rightly honored in its performance, is not unfrequently found to be the true zest of life, the supreme charm of existence.

So Hail ! once more to the familiar path, the play grounds and the school house. Hail to the well-known hall, the reception room, the chair of office, and the old familiar desk. Hurrah ! for the map-stand, the black-board and the sacred pianoforte. Welcome ! to the cheerful salutation of the janitor, and the steady clang of the old morning bell ; to the oft heard pattering of little feet and the music of cheerful voices gathering volume with each fresh arrival. Thrice welcome to the dear familiar faces as they throng around, with their hearty congratulations depicted in truthful characters in their sparkling eyes and pouring forth in chorus from their ruby lips. Farewell ! to the past glories of the sea side, the mountain, the sports of the field, the mazy dance and the empty follies of fashion. No scene more beautiful can be witnessed, and no pleasure more innocent, unalloyed and enduring, can be participated in, than those enjoy who behold and can truly appreciate the happiness of childhood and youth.

## CHARACTERISTICS OF AMERICAN SCHOOLS.

A RECENT English Report on *Education in America*, sums up in the following paragraph the general results of our Public School System. In spite of its ambitious style, the estimate is instructive. Could we curb somewhat our "precipitancy," and allay "the excessive and exhausting strain on the mental and physical powers," justly charged against us, and especially characteristic of our scholastic habits, the result would be vastly to our advantage. At present our education partakes too much of violent accretion, too little of quiet growth and harmonious development; we acquire knowledge, rather than wisdom:—but let us hope that by and by we may have time to go slower. We quote:

"In endeavoring to comprehend and appreciate the system of common or public schools—for the two epithets are used indifferently—it is absolutely necessary that the European observer should throw his mind, if possible, into the conditions of American life, should take his point of departure from a few leading social principles, and keep constantly before his eye certain salient social phenomena, which have, so to speak, necessitated its form, give to it its significance, underlie its action, maintain its motive power, determine its methods, and fix its aims. The principles have been already referred to—they are the principles of perfect social equality and absolute religious freedom. The phenomena are the restlessness and activity of the American character, without, perhaps, the culture and refinement of the old Athenian, but with all its versatility, the absorbing interest of political life, the constantly rising aims of each individual, the ebb and flow of commercial enterprise, and the immense development of the spirit of speculation; the intense energy of the national temperament, its rapidity of movement, its precipitancy, its impatience of standing still. Many an American in the course of active life will have turned his life to half a dozen different professions or ways of getting a livelihood. 'The one lesson we are taught all through life,' a person one day humorously said to me, 'is to be discontented with our station.' And it is this temper more than any other, intensified by the opportunities that the country affords and the prizes that it holds out to enterprise and ability, which is the motive power that sustains the schools. Corresponding, therefore, with these ideas, and reflecting these phenomena, must be the popular system of education. And the correspondence is marvellously exact, the reflection wonderfully true. The American school is a microcosm of American life. There reigns in it the same spirit of freedom and equality, the same rapidity of movement, scarce leaving time for work to be thoroughly well done; the same desire of progress, eagerly catching at every new idea, ever on the look out for improvements: the same appeals to ambition, the same sensitiveness to praise and blame, the subordination of the individual to the nation, the same prominence given to pursuits of a refining aim, the same excessive and exhausting strain on the mental and physical powers, the same feverishness and absence of repose; elements of

strength and weakness, of success and failure, mingled together in proportions which made it almost impossible to find any one discriminating epithet by which to characterize the resultant whole."

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### BOOK-KEEPING VERSUS SEWING.

SO many boys leave school each year to enter upon employments in which more or less of bookkeeping is required, and in which their prospects of promotion depend, in a measure, upon their skill in this art, that the popular will demands that in the public schools an exception shall be made in its favor. It is first dignified by the title "Science of Accounts," it is true, but it is none the less a mechanic art, as much as shoe-making is. We do not complain of this. The public has the right to grant the privileges of the public school as it pleases. But why should one trade, and that by no means of the highest importance or value to the State, be fostered to the exclusion of others? Grant that a knowledge of accounts may be of use to every man; that it is, therefore, a public want, and so the schools may justly be required to impart it; but is the skill of the accountant of greater public benefit, or more worthy of public encouragement, than the skill of the seamstress? At any rate, while we are liberal in fitting the boy to perform well what may be thought a necessary part of his coming duties, would it not be quite as much a public good, to say nothing of the humanity of it, to do the same for his sister who may be equally dependent upon herself for a livelihood? We think it would, and are happy to know that in one State, at least, popular opinion is beginning to recognize that girls are as much in need of "practical" instruction as boys are. In their last report, the School Committee of Providence, R. I., state that instruction in sewing has been given in five intermediate schools; and two hundred and twenty-five children, from ten to fifteen years of age, have taken their first lessons in the use of the needle. "The time devoted to these lessons is limited, yet it breaks the monotony of the daily routine, and will enable many to be more useful and happy in life." Not more than half the girls who were anxious to enter the sewing classes could be received. Many of these girls, says the Superintendent, are orphans, "and some more unfortunate than orphans, without any opportunity for fitting themselves to perform those needful duties by which they may gain a decent and respectable livelihood." The

same desire for instruction in needle-work is felt in every community ; and, to our mind, the good that would be effected by imparting it in the public schools, would surely be as great, and as widely felt, as that attending upon the instruction now given in bookkeeping. Thanks are due to the School Committee of Providence for setting a good example.

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#### INTELLIGENCE—EDUCATIONAL AND OTHERWISE.

THE July issue of *The Museum and English Journal of Education* (London) gives a number of items in regard to Education in this country, which we presume will be news to most of our readers.

The first, headed "*Minister of Public Instruction*," needs no comment. It says : " At the head of this newly created Department has been placed Henry Barnard, long director of the Rhode Island Schools, which have been accepted throughout the States as a model, and more recently Director of the Connecticut Schools, in managing which he was equally successful. For a quarter of a century he has, both as a writer and an organizer, occupied the foremost rank as an Educationist. In particular he is regarded as the founder in the United States of primary and middle-class normal schools, and the author of most of the improvements introduced into schools where boys and girls are taught together."

The next item—" *New York State Schools*," contains statistics, evidently based upon the last report of our State Superintendent, for the figures agree, in the main, with those of Mr. Rice. The application of the figures however is sometimes quite original. For example, the Superintendent reports 36,465 pupils attending the academies of the State, and 1541 college students. *The Museum* assigns the first number to *Commercial Schools*, and the second, to *Grammar Schools*. Is this a gentle hint from our worthy cousins, that, compared with English Colleges, our Union, and Columbia, and other colleges, are to be ranked only as "*Grammar Schools?*"

But the most interesting paragraph is that in which the readers of *The Museum* are informed of " Mr. Peabody's gift of 2,100,000 dollars in paper money, for the establishment of Schools in the *State of New York*, that shall be open to all without distinction of race or color, etc., etc"

We trust that the proper authorities will investigate this matter, and see to it that our State schools receive the full benefit of this " much needed assistance." There is more of this sort of " intelligence" in the *Museum*, but we will leave it there.

## EDUCATIONAL INTELLIGENCE.

UNITED STATES.—The third official circular from the National Department of Education contains a letter to Governors calling for data to enable the Commissioner to report, as required by act of Congress, the condition of the several grants of land made for the promotion of education, and the manner in which these trusts have been managed. To indicate the nature of the statistics the department desires to receive, the Commissioner gives a history of the growth of the public sentiment which led Congress to inaugurate this plan of promoting education; and also a detailed account of the disposition of the land grants in Minnesota.

DISTRICT OF COLUMBIA.—Those who hold that, as a nation, we have made no progress during the past few years, will find food for thought in the last report of the Board of Trustees of the Schools of Washington. It is encouraging to hear the key-note of our educational system so bravely sounded from our capitol city, where so short a time ago the slave-pen and the auction-block were deemed essential elements of a Christian civilization, and the ignorance of the poor the best guaranty of their happiness and well-being. "We now realize," says the report, "that the maintenance of our Union, the development of our free institutions, and the perfect restoration of harmony between the sections, depend upon the increase of intelligence, and the general lifting up to light and knowledge of those who have hitherto been in darkness and ignorance. Everywhere in the North has the obligation resting upon the community been recognized, so that, notwithstanding the war, more school-houses have been built, more endowments to colleges raised, and more liberal donations made to enterprises for the advancement of humanity, than in all the previous years of our history. For the South, now that the blight of slavery has been removed, and the bondmen, heretofore prevented under cruel penalties from even learning how to read, have been elevated to the noble position of American citizens, it is evident that the duty of the hour, far exceeding any political plans, financial schemes, or commercial enterprises, is to provide FREE SCHOOLS FOR ALL." It is in this honest recognition of the rights of *all men*—nowhere better seen than in matters pertaining to education—that the difference of spirit between the new and the old *regime* is best shown. The present Trustees desire for the District a school system which shall provide thoroughly for the primary education of all who are of suitable age, "leaving to the future the establishment of higher schools." They insist upon the immediate increase of primary schools, for, though eighteen new schools were added last year, the school-houses are insufficient to accommodate half the children eagerly seeking admission. These applicants are mostly from six to ten years of age. "The higher schools are never full." The whole number of children enrolled in the schools during the year ending June 30, 1866, was 7,121, an increase of 21 *per cent.* on the preceding year. The average number on the rolls was 4,198; the average daily attendance, 3,696. Seventy-four teachers were employed. The Board recommends an increase in the salaries paid to teachers, and justly. They should be doubled. The largest amount paid to principals of boys' grammar schools being only sixteen hundred dollars, while the lowest grade

of assistants receive only one hundred and fifty dollars. **MARYLAND.**—In the proposed new constitution, the State Convention has declared that :—  
“The General Assembly, at its first session after the adoption of this constitution, shall by law establish throughout the State a thorough and efficient system of free public schools, and shall provide, by taxation or otherwise, for their maintenance. The system of public schools, as now constituted, shall remain in force until the end of the said first session of the General Assembly, and shall then expire, except so far as adopted or continued by the General Assembly.” The present system will thus expire about the last of March, 1868, and the action of the Convention shows that some other system is desired. There are two parties in the State on the subject of free public schools—one, those who introduced the present “uniform” system ; and the other, those who advocate a “general” system. The great point of difference between them is whether the State is bound to furnish its citizens with simply a plain English education or one of a higher grade ; whether academies and colleges should be included in the State system or be private enterprises. The present constitution looks to the formation of grades up to the very highest university, and, of course, for its full development, needs a large expenditure ; hence the opposition. The party now in power contend that the whole fund raised for school purposes should go to the advancement and improvement of the common schools ; that mere uniformity throughout the State is no very valuable matter, each county being best informed of its own peculiar educational wants. Of course there are other features, but being of a political nature are not open to comment here. The common school plan is all, at present, that can be successfully carried out, and Dr. Van Bokkelen’s system, although good in many respects, will doubtless be entirely abolished ; private schools will be left to furnish the higher education, and the competition and rivalry among them will probably be found sufficient to keep them up to the modern standard. It seems perfectly correct to use all the means at the command of the State to establish good primary schools, and leave the others as they are, until the common school system is perfected. By trying to do too much at once, the framers of the present constitution have brought about a strong opposition, which has led to the overthrow of the present elaborate plan, and has, in a great measure, prevented many parts from being even attempted to be tried. In the 21 counties there are 1400 school-districts, 1219 school-houses, 323 only of which are in good condition. Last year there were 1533 teachers, 607 of whom were young women ; 64,793 children were at school, but many of them very irregularly ; the total number of children of school-going age is estimated at 95,000 ; the total expense of the system last year was \$477,425. In the city of Baltimore there are 88 schools, 411 teachers, whose salaries amount to \$205,069. Total cost of schools \$293,902, which, added to the cost of the county schools, make \$771,327 for 93,871 children. **FLORIDA.**—The condition of the schools of this State is deplorable. The average number of children, between the ages of five and eighteen, reported between 1854 and 1861, was nearly 20,000. For their education the State contributed each year the pitiful sum of \$5,246 11. During the war, the average annual amount apportioned to each child was 49 cents, Confederate money. The only tax ever levied in the State for educational purposes was one of a dollar on each adult colored man for the education of colored children.

As might naturally be expected, the private schools are few, and little if any better supported than the public schools. At present, a few earnest teachers and others are endeavoring to overcome the apathy of the people in matters of education. We hope their success will be equal to the necessities of the State. **KANSAS.**—The statistics given by the State Superintendent in his report for 1866 would be almost incredible if told of any other State or country; and yet the prospects are that the present year will rival, if it does not excel, the last in progress. In 1865, the whole number of children of school age reported from the 721 districts was 45,441, of whom 26,341 were enrolled in the common schools. Last year 871 districts reported 54,728 children, with 31,258 in school. The number of teachers was increased from 899 to 1,686. The amount of money raised for school purposes was nearly 80 *per cent.* more than the year before, and the increase in the valuation of school-houses was *two hundred and fifty-nine per cent!* New school-buildings have been erected all over the State, and still the work goes on. With improved school-houses, the people are demanding a higher grade of teachers, and to their credit they show a willingness to pay for them. The average of teachers' wages shows an increase for the year of 18 $\frac{3}{4}$  *per cent.* to women, and twenty-three *per cent.* to men. Besides the common schools there are in the State 83 private schools, with 113 teachers and 3,268 pupils; about a dozen academies, commercial schools, and other private or denominational institutions, with more ambitious titles, commanding 39 teachers, and 958 pupils; the State Normal School, with three "professors" and 90 students; the State Agricultural College, with five professors and 150 students; and the State University, with three professors and 55 students. The university is modelled after that of Michigan, but claims to build on a broader basis. It makes no distinctions in regard to the sexes, and counts it no small honor to the State that it should "be the first to recognize the rights of woman in her educational system." The Agricultural College provides a Normal course for those preparing to teach. It is located in the Kansas Valley, about 115 miles west of Leavenworth, and has an endowment of 90,000 acres of land.

**GREAT BRITAIN.**—The number of schools inspected last year was 12,130; the average attendance, 1,039,183; the number of certified teachers, 11,871. A comparison of the ages of the pupils registered in 1856 with those of 1866 shows that in the first mentioned year 608, and in the latter year 653, of every 10,000, were under four years of age. The numbers between four and six years of age were respectively 1,648 and 1,794 in 10,000. The proportion of those under six was, therefore, increased from 2,256 in 1856 to 2,447 in 1866. In 1856, 4,784 of every 10,000 were between six and ten years of age; in 1866, the number was only 4,715. The proportion of those above ten years' old decreased still more, there being in 1856, 2,960 of that age in every 10,000, and only 2,838 in 1866. The recent extension of the right of suffrage is likely to have the same effect in England as in the Southern States of our own country. Before, the rich might plausibly argue that the laboring classes were better off without education. Now, self-interest forces upon them a sense of the expediency, if not the necessity, of teaching those, who may become their political masters, how to read. A free school system will doubtless soon be adopted, although a bill proposing one akin to the Ame-



rican system, as it is called, was recently defeated in the House of Commons.

FRANCE.—The proportion of men and women unable to read has been reduced more than five *per cent.* of the entire adult population during the past ten years. Nearly 28 per cent. of the men, and 41 per cent. of the women are still unacquainted with letters; the general average being about 34 per cent. In 1864, the proportion of the criminals who could not read was, of the men, 36 per cent.; of the women, 61—the general average being 40 per cent. In 1851 the per centage was 46. A noble work is being done by the Society for the Reformation of Young Criminals. In 1833, when the society was established, the police reports showed that of every hundred juvenile convicts released, seventy-five went back to their old habits. The first year's work of the society reduced the number of relapses to forty-six in the hundred. In 1850, the number had been reduced to seven. In 1860 only three per cent. relapsed, and in 1863 but  $1\frac{1}{2}$  per cent. During this time of the 7,651 released convicts cared for by the society, and provided with houses and employment, *seven thousand* became good citizens. It is a question worth considering, which are most profitable to the State, courts of "justice" looking to the punishment of criminals, or homes of mercy, seeking their reformation through kindness, and the prevention of crime by affording honest employment to the poor. The Society for the Encouragement of Elementary Education assisted during the past year two hundred and fifty-four schools for boys and for girls, mixed schools, and schools for adults, many of which must otherwise have been closed for want of means. The trouble with regard to the Normal School has resulted in its dispersion by the Government.

SYRIA.—The Beyrout Native Protestant Female Seminary in the Chapel of the American Mission numbers eighty girls, representing five of the different religious sects of Syria. This institution was the first school in Syria established on the paying principle, and with exclusively native teachers. It began with six pupils, and now has eighty. The American Mission, after furnishing education gratuitously for many years, has become satisfied that in Beyrout the native Protestant community is able to carry on the education of its own daughters, and has accordingly assigned to two able native instructors the sole care and management of this Seminary. The Greek Maronites and the Greek Catholics have extensive schools. For Protestant boys there is a primary school, with ample facilities for instruction, under the care of the American Mission. There are also the preparatory department of the Syrian Protestant College, with one hundred boys in a still farther state of advancement; and the college itself, under the care of Dr. Bliss, with a full corps of instructors, with its first freshman class of eighteen young men. The Abeih Seminary, a few hours from Beyrout, under the care of Dr. Calloun, is now overcrowded with pupils. The boys' school of the American Mission in Dier El Komr, Ain Zehalta, El Hadeth, Aramoon, Shwair, June, Tripoli, Safeeta, Deir Mimas, Sidon, Hasbeiya, and Hums are all in a prosperous state. The girls' school in Hums has eighty pupils, one of the teachers being a graduate of the Native Female Seminary of Beyrout, and the other a former pupil of Miss Hicks in Shimlan. In Safeeta a Protestant girl from Upper Galilee is teaching the girls and women in the most faithful and self-denying manner.

INDIA.—Many Hindoos acknowledge that the want of female education is the great cause of the backward state of *male* education there : for when a young man leaves the schools and colleges which are now frequented by many of the native youth, he is removed from all the influences which should carry on and complete his education ; he returns to an ignorant home, to the unintellectual and low-minded society of mothers, sisters and wives. He finds no true companionship in these. He, therefore, falls to their level ; for he cannot, under the circumstances, raise them to his own. Hence the absolute necessity for the wide establishment of female schools in India. These must, at least for the present, be unsectarian ; for no others will be tolerated by the millions of Pagan Hindoos. But such education, although denounced by some well-meaning persons as being “godless,” has already accomplished important moral results. A gratifying improvement has already taken place amongst the Hindoos educated in these secular schools. Many of the abominations of heathendom have been abandoned by them as revolting to the tastes and habits developed by their familiarity with English literature. Thirteen girls’ schools have been established in Bombay by a native scientific and literary society. Similar schools are in operation in other parts, especially in the northern provinces. In the native schools female teachers are unknown ; even *sewing* is taught by men. In the missionary schools at Madras it was necessary at first to bribe the children to attend. After they had come to appreciate the advantages of instruction the bribes were discontinued. Now the pupils willingly contribute toward the expenses of their tuition.

CHINA.—In accordance with a decree, issued on the 30th of December last, a regular university has been established for the study of European knowledge. Triennial examinations are to be held, and prizes and appointments conferred upon the best students. Candidates for public offices will henceforth be required to show their proficiency not only in the philosophy of Confucius, but in modern physics and mathematics, the laws of steam, and the construction of machinery. The importance of this innovation can only be properly estimated by those who remember how jealously China for ages has refused to believe in the possibility of anything better than she possessed, any knowledge worth having in which she was not already skillful. The first examination of the Government School at Foo-Chow, for instruction in English, took place last May. It had been in operation two months, and of its thirty pupils, three only had any knowledge of English when the school commenced. They were examined in spelling words of from three to five letters, and in arithmetic as far as compound multiplication, and manifested very creditable progress for the short time they have been studying. It is quite a triumph for a Chinaman to master such words as *spring*, *think*, *dwell*, etc. ; yet they were pronounced with entire accuracy by most of the boys. One pupil, who has commenced the study of grammar, repeated the definition of orthography, etymology, syntax, and prosody, explained the different parts of speech, and answered correctly questions put to him concerning objects in the room. The pupils have every inducement to diligent exertion, receiving four taels per month while in the school, with a certainty of honorable positions as government officers with liberal pay when they have completed their studies.

## CURRENT PUBLICATIONS.

A DECIDED improvement has been made, during the past ten years, in the character of our popular juvenile literature. The platitudes of Abbott and others of less ability have been superseded by the more natural and sensible, as well as more lively and entertaining, writings of the purveyors of the well known monthly feasts of good reading for our boys and girls. Good material for primary school readers has thus, of late, been greatly augmented, and good use of it has been made in the preparation of the smaller books of the "Analytical Series." The selections in the higher books have been drawn chiefly from the works of recent popular writers, so that the pieces are in the main fresh and interesting, and at the same time good specimens of our worthiest literature. The last is no unimportant matter. Since in very many, if not the most, of our schools the reading books afford the only available means of literary culture, it is necessary that they afford more than bare material for teaching the art of reading. And as the æsthetic and patriotic influence of a properly selected reading exercise is of greater worth than any scientific or historical instruction that could be imparted in the same time, and by the same means, the purest taste and warmest patriotism are the first requisites of a compiler of a series of school readers. That Mr. Edwards possesses these qualifications in no small degree, his readers abundantly manifest.

The lessons in Phonic Analysis are worthy of careful study. They are brief and practical, though in our opinion not always correct. The Phonic Chart (p. 16, 5th R) contains no sign for the sound of *a* as heard in *all*. "*A*, when representing this sound, as in *hall*," the author says, "is called 'broad *a*,' and the *o* in *corn* is called 'broad *o*.' One name is enough for a single sound; and we will call this 'broad *o*,' and represent in all cases by *ô*." This is clearly a mistake. The sounds are not *one*, but *two*. Like many other orthoepists, Mr. E. sometimes errs by overlooking the element *quantity* in classifying sounds. Thus *a* and *ô* are alike in *quality*, but different in *quantity*, precisely as are *a* in *air* and *a* in *add*, which he distinguishes by different signs. On page 31 he says, "Each simple long vowel, except *o*, has its kindred, or cognate, short vowel." To illustrate this he arranges the vowels in this wise:

ē	ē	ā	â	ä	ô	ö	õ
i	ü	é	ä	á	õ		ü

Using Mr. Edwards's notation, (why couldn't he follow some accepted standard?) we think a true classification would stand thus:

ē	ā	â	ä	ä	ô	o	ē
i	é	ä	ô	ó	o	ü	ü

The sound of *a* in *ask* having no "cognate" short sound, while long *o* has, the "vanish" being in some cases omitted, and the sound of the latter considerably shortened. The "Principles and General Directions" are well expressed, and will be useful. We could wish that the pages devoted to the "Analysis of Lessons"—save perhaps a single example or so in each

(1) THE ANALYTICAL SERIES OF SCHOOL READERS. BY RICHARD EDWARDS, L.L.D., and J. RUSSELL WRBB. New York: Mason Brothers.

book by way of illustration—had been filled with reading matter. It seems to us that teachers who are incompetent to conduct a reading exercise properly without such assistance, can hardly be expected to make good use of what is offered them. The majority of teachers, we hope, could do as well without them. So with the thirty pages of the 5th, and the sixty pages of the 6th Reader, devoted to biographical, historical, and explanatory notes. Most of these are of little value. We question whether the classes in our grammar and high schools will be greatly edified by the notes on Washington, Franklin, Lincoln, Shakspeare, Solomon, and other equally well-known characters; and the same may be said of the notes on Boston, Bunker Hill, the Potomac, etc., especially those in the sixth reader that are copied *verbatim* from the fifth. However, these objectionable features are few and slight compared with the many excellences of the series.

THE Fifth Reader of Sanders' Union Series has been promoted to the sixth rank, and its place supplied by a new compilation.\* This book comes to us with a prepossessing appearance—clear type and tinted paper. Opening it, our first glance falls upon a favorite poem, "The Burial of Moses," which, since its first appearance may be a dozen years ago, has repeatedly gone the rounds of the papers, subject to the mishaps incident to such a vagabond sort of life. We have many times regretted the typographical errors which commonly mar its force and beauty, but here, we thought, in a school reader, boasting of "literary accuracy," we will be sure of a correct version. To our disappointment—shall we not say *disgust*?—we find in almost every stanza that to which "printers' mistakes" bear no comparison—the marks of deliberate tinkering! A professional "adapter" of hymns could not have tortured sense and sensibility worse than has been done here. And this is not the only offense of the kind. The next poem, "Nathan Hale," has been through the same mill. And so, in fact, have we know not how many others. All that we have examined show the finger marks of some one whose self-conceit is vastly in excess of his good sense and taste. Such mutilation of public property is outrageous, it is criminal—especially in a school reader. Let us have no more of it.

MUCH of "Atwater's Logic"<sup>4</sup> strikes us as belonging to the inutilities and curious triflings of its craft, and should have been omitted as above the reach of pupils and beneath the notice of true educators. In some important points, (for instance the nature of the Copula,) it has not struck bottom, and in others it seems to us logically false. It is, however, generally clear in its statements and methods. The publishers' work is well done.

WE regret to find the cardinally vital topic (Invention) in this fairly useful book<sup>5</sup> treated in the stupid, conventional way, without one reference to the actual needs of a young mind, one direction in the art of observation, one help toward distinguishing its original knowledge from its mere learning, one hint on the verification of its thoughts. The treatment of this subject is crude and superficial, utterly unworthy of the actual posi-

(3) UNION FIFTH READER. By CHARLES W. SANDERS, A.M. New York: Ivison, Phinney, Blakeman & Co.

(4) MANUAL OF ELEMENTARY LOGIC. By Prof. L. H. ATWATER. Philadelphia: J. B. Lippincott & Co. Price \$1 50.

(5) ADVANCED COURSE OF COMPOSITION AND RHETORIC. By G. P. QUACKENBOS, A.M. New York: D. Appleton & Co.

tion of the work in our academies. All the exercises of the Discursive faculty are lumped under one head of "Amplification." What directness or promptitude in practical thinking can ever proceed from such sprawling statement? The comparative values of the several Discursive forms of thought are never hinted at—the recognition of which, it is, that marks the philosopher from the gossip. There is no presentation of that one natural Method in the investigation and the exposition or "composition" of one exercise, which, in itself, is one of the very elements of intellectual, rhetorical and practical power. That Method is, 1st, Analysis; 2d, Effects; 3d, Causes; 4th, Position, Time, &c. What little is given is indeed helpful; but the fundamental, vital laws of "Invention," (a lying and harmful term, by the way, better superseded even by "Discovery,")—laws which the child, though unconsciously, obeys as certainly as the scientist, and which youth can easily understand and employ, these are ignored. Let the author, or some one else, try another hand at this immeasurably important work.

ATWELL'S EPITOME OF ELOCUTION\* is a neat little book containing a dozen pages or so of rules and illustrations of the principles of elocution, and about seventy-five more of selections suitable for practice in reading the various styles of prose and poetry. The selections are generally well adapted to meet the end in view, and, the author thinks, are sufficiently numerous "to be of use to the teacher or student."

THE literary remains' of Mr. Childs will exert a wholesome influence upon the young, the young teacher especially, by virtue of the high tone and earnest student spirit which inspires them. Mr. Childs was a young teacher of rare promise, and had he lived to maturity, he would have left his impress upon the time as he did upon the hearts of his pupils and associates. The noble qualities which characterized his life show also in his writings, and make them in a measure as inspiring and encouraging as was his personal influence.

IN "The Man with the Broken Ear,"\* M. About gives a humorously philosophical story of a French Officer frozen to death in one of Napoleon's Campaigns, and resuscitated from his Rip Van Winkle sleep, after the lapse of fifty years. Of course he finds things somewhat different from what he left, and cannot readily comprehend the social and political changes that have taken place. The contrast between the spirit of the Napoleonic age and that of the present, is finely shown.

WE are so apt to look upon the Russian people as in a measure without the pale of civilization, that the announcement of a Russian book strikes us as something anomalous. Nevertheless, we have in "Fathers and Sons,"\* a Russian book, so portraying Russian life, that it is thought worthy of a place among the best productions of the time.

- (6) PRINCIPLES OF ELOCUTION AND VOCAL CULTURE. Rev. B. W. ATWELL. Providence: Bangs Williams News Co. Price 75c.
- (7) ESSAYS ON EDUCATION AND CULTURE. By C. F. CHILDS. St. Louis: E. P. Gray. New York: J. W. Schermerhorn & Co. Price \$1.25.
- (8) THE MAN WITH THE BROKEN EAR. Translated from the French of EDMUND ABOUT. New York: Leypoldt & Holt. 12mo. \$1.50.
- (9) FATHERS AND SONS, Translated from the Russian of Turgeneff, by EUGENE SCHUYLER, Ph. D. New York: Leypoldt & Holt. 12mo. \$1.50.

## SCIENCE AND THE ARTS.

A CURIOUS question was discussed at a recent meeting of the British Royal Geographical Society. Sir Henry Rawlinson expressed the opinion that the Sea of Aral—a body of water having an area three times the size of Massachusetts—had no existence during the long period between 600 years before Christ and 600 years after, and the rivers Oxus and Jaxartes, now flowing into it, both flowing into the Caspian Sea. He said: "The sea first comes into notice in the seventh century, and these two are spoken of for several hundred years as emptying into it. Another change seems to have occurred between 1300 and 1500, and the rivers again flowed into the Caspian Sea; but since the latter date they slowly changed their channels till they found an outlet in the Sea of Aral." This theory was combated by Sir Roderick Murchison, the geologist, who affirming that the mere absence of allusion to the Sea of Aral was no proof of its non-existence, and citing the geological evidences that, whatever changes the sea had undergone, they must have occurred long before the birth of history or tradition. Sir Henry Rawlinson, in reply, said that evidence exists in the writings of the fourteenth and fifteenth centuries, that a common highway of travel from Europe to Asia passed directly over the region now covered by the waters of the Aral. His opponent admitted that such evidence would be conclusive. Here the debate ended, with the understanding that Sir Henry is to collect and publish the proofs of his assertion.

—An important geographical work is about to be executed under the superintendence of the War Department at Vienna. The old sea charts of the Adriatic being now very untrustworthy, the minister has ordered the Geographical Institute to fit out an expedition, in connection with the Academy of Sciences, for the purpose of making a careful survey of the Austrian coasts of that sea. The Italian Government has also been communicated with on the subject, and is preparing a similar expedition for surveying the Italian coast.

—Pierri, the French chemist, has re-examined the grasses, and has apparently thrown new light on the agency of sillica, which was once erroneously supposed to give the stalk its rigidity. He finds, on the contrary, that in the wheat plant the sillica accumulates chiefly in the leaves, and least of all in the hard knobs or joints of the stalk; the latter containing less than one-seventh as much as the leaves, and the stalk between the joints less than one-fourth. Hence, the more sillica the more leaf, the more shade, the less hardness in the stalk, and the greater liability to break down or "lodge."

—The engraver on grass is often at a loss for utensils to hold his acid, but Stolba mentions that glass and porcelain vessels are protected from the action of hydrofluoric acid by a thin coating of paraffin, which is put on by carefully cleaning and heating the vessel and melting some paraffin in it, and moving it until the whole surface is covered, when the excess of paraffin is poured off. By this plan both lead and gutta percha vessels may be dispensed with.

—At a meeting of the California Academy of Natural Sciences, Mr. Gutzkow presented a sheet of chemically pure silver, three feet in diame-

ter, three ounces in weight, and as thin as fine paper. The color was beautifully white, and the texture like fine lace. This sheet was made by mixing solutions of protosulphate of iron and sulphate of silver in a large dish. The silver rose to the surface, and there formed into a sheet. Successive sheets will rise with each stripping. This easy mode of obtaining chemically pure silver is of much practical value.

—M. Maygrier, Secretary of the Agricultural School at Saulsaie, has just published a critical, historical, and bibliographical memoir, upon the remedies for hydrophobia from the sixteenth century to the present time. This is a *resume* of the opinions of the most competent authors, and is summed up in four propositions: 1. Hydrophobia is incurable, and is yet waiting its specific; 2. There is no certain prophylactic for hydrophobia; 3. The best protection lies in a knowledge of the precursory symptoms in the dog, as they are given by Youatt, Boulay, and Sanson; 4. When a person has been bitten by a mad dog, the wound should be at once deeply cauterized with an iron heated to a white heat, or, in default of this, by the most powerful caustics, of which the muriate of antimony is the best.

—Professor Halford, of Melbourne, in a paper in the *British Medical Journal* upon the subject of the poison of the cobra di-capello, indicates some important points in regard to the action of the poison. He has found that the immediate result of the poison is to develop in the blood a number of corpuscles of living "germinal matter," which increase in great numbers, till at length they constitute the bulk of the blood. These cells appear to be of a vegetable growth, and by their number they so completely absorb the oxygen of the blood that the person poisoned may be said to die of asphyxia.

—A simple method has been brought forward by Dr. Schwarz, of Breslau, for preventing the poisonous influence of lead pipes on water, by forming, on the inside surface of the pipes, an insoluble sulphuret of lead, which has proved so effective that, after simple distillation, no trace of lead can be detected in water which has remained in the pipes for a long time. The operation, which is a very simple one, consists in filling the pipes with a warm and concentrated solution of sulphuret of potassium or sodium; the solution is left in contact with the lead for about fifteen minutes. Commonly, a solution of sulphur in caustic soda will answer the purpose, and produce, practically, the same results. It is known that sulphuret of lead is the most insoluble of all compounds of lead, and nature itself presents an example which justifies the theory of Dr. Schwarz, since water extracted from the mine of Galena does not contain lead, a fact which has often occasioned surprise.

—The manner in which species of the floral kingdom are accidentally disseminated over wide regions is shown by the fact, that in the Exposition gardens a great variety of plants foreign to France have sprung up under the walls and around the building. The seeds from which these new acquisitions to the natural flora have germinated were conveyed to Paris in the packing of the articles sent from various countries.

—Professor Agassiz says that the Amazon does not form a delta, because the ocean encroaches on the shore; the process of washing away the coast is so rapid that no hydrographic works can be undertaken by the Brazilian Government, except at a distance from the shore, and with the prospect of having to rebuild.





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THE  
**NEW YORK TEACHER:**

ORGAN OF THE

**New York State Teachers' Association,**

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

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# NEW YORK TEACHER.

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## University Convocation of the State of New York.

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### THIRD ANNIVERSARY.

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The sessions of the Third Anniversary of the University Convocation of the State of New York, were held in the Assembly Chamber of the Capitol, in Albany, commencing on Tuesday, August 7, 1866, at ten and one-half o'clock, A. M., and closing on Thursday, August 9, at four and one-half o'clock, P. M.

The Convocation was called to order by Chancellor Pruyn, President, *ex-officio*.

Rev. Regent Luckey led the Convocation in the use of the Lord's Prayer, and pronounced the apostolic benediction.

The Chancellor addressed the Convocation as follows :

*Gentlemen* — On behalf of the Regents of the University, I cordially welcome you to this meeting. From the information in their possession from various parts of the State, the Regents feel warranted in saying that during the academic year just closed, very commendable progress has been made in the institutions of learning under their visitation, and that they were never in a better condition to advance the important purposes for which they were founded. This, the Regents feel, is largely due to the ability, the zeal, and the faithfulness of the teachers of the State — a noble body of zealous and active men, who have passed by those pursuits in life which promise large pecuniary rewards, and have devoted themselves to the substantial good of community by aiding to lay the foundations of our society and government on that basis on which only they can remain firm and stable — that of universal education. We do well in honoring the brave men, who, by land and by sea, defend the rights and honor of the country; but let us not forget those without whose arduous labors and teaching those rights and that honor would soon fall into incompetent or unworthy hands.

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In addition to those subjects which especially belong to the occasion, several matters of interest will be brought before you. One of these will be a report from the very able committee appointed under the order of the last Convocation, on the requisites for admission to the colleges. This subject has now been carefully considered, and if a result should be arrived at which will meet the approval of the colleges of our State, a very great step will have been taken to promote the efficiency and thoroughness of our University system. The subject is one of great practical interest, and I am sure will receive your earnest consideration.

Since the last meeting of the Convocation, the Regents have established a system of special examinations in the academies under their visitation, in English grammar, arithmetic and geography. This has met with very general approval, and been productive of very marked results. It is confidently believed that if systematically continued this examination will prove to be of very great benefit to the whole course of academic instruction. The features of this system will be laid before you. No doubt it can be improved in its details, and the views of the teachers in academies in regard to its workings and effects will be received with great interest.

Such are some of the subjects which will come before you, and I feel assured that in your deliberations on these and all other matters presented for your consideration you will be governed by the most liberal and catholic spirit, and by a high sense of your influence and your duty.

The Assistant and Acting Secretary, Mr. D. J. Pratt, was authorized to procure any needed clerical assistance from members in attendance.

Professor Gillespie, on behalf of the Executive Committee, reported a partial order of exercises.

The Executive Committee recommended the appointment of a special committee to prepare a report on the University Necrology, several members, including the venerable President Nott, having died during the past year. The chair appointed President Fisher, of Hamilton College; Professor Pearson, of Union College, and Principal Williams, of Ithaca Academy.

The following resolution, introduced by Principal Gallup, of Clinton Grammar School, was referred to the Executive Committee.

*Resolved*, That in view of the importance of a higher order of instruction in our public schools, to the best success of education in our academies and colleges, we heartily approve of the action of the late Legislature relative to Normal Schools, and congratulate the Regents upon the successful influence exerted in behalf of this new and important scheme of educational improvement.

The Chancellor announced the receipt of a note from His Excel-

lency Governor Fenton, inviting the members of the Convocation to a social entertainment at his house, at 9 o'clock this evening.

Professor Tayler Lewis, of Union College, read a paper entitled "A Knowledge of the Holy Scriptures an Indispensable Element of Liberal Education."

Regent Wetmore moved a vote of thanks to Professor Lewis. It was also voted, on motion of Regent Luckey, that Professor Lewis be requested to furnish a copy of the paper, together with the schemes of Biblical instruction therein referred to, for publication.

Professor Leroy C. Cooley, of the State Normal School, read a paper entitled "Suggestions in Regard to Teaching Advanced Classes in Chemistry."

AFTERNOON SESSION—3½ o'clock.

*College Section.*

The College section met in the Senate Chamber, Regent Wetmore in the chair, and Assistant Secretary Pratt acting as clerk.

President Fisher, on behalf of the special committee appointed by the Chancellor, under a recommendation of the College section of the Convocation of 1865, to report at this meeting some method of securing efficient action upon the requisities for admission to colleges, as recommended by the last Convocation, submitted the following report, which was accepted and adopted.\*

A clerical error having been detected in the printed list of requisites for admission to college, as recommended by the last Convocation, to wit, the omission of "Sallust's Catiline," the clerk was requested to give due notice of the facts to the several colleges of the State.

The following is a true list, according to the original minutes :

*Requirements for Admission to College, as recommended by the University Convocation of 1865.*

(A.) *Resolved*, That it is desirable that there should be *uniformity* in the requirements for admission to the colleges here represented.

*Resolved*, That the requirements should be

(B.) In Mathematics: Algebra to equations of the second degree, and plane Geometry.

(C.) In Latin: Four books of Cæsar's Commentaries; six books of Virgil's *Æneid*; six select orations of Cicero; Sallust's *Catiline*; Sallust's

\* Printed in another part of this number.

Jugurthine War or the Eclogues of Virgil, together with twelve chapters of Arnold's Latin Prose Composition.

(D.) In Greek: Three books of Xenophon's Anabasis; one book of Homer's Iliad, with Prosody.

(E.) Prerequisites: Thorough preparation in Arithmetic and English Grammar; a knowledge of Descriptive and Classical Geography; U. S. History; Greek and Roman Antiquities.

Chancellor Ferris, of the University of the City of New York, submitted the following preamble and resolutions, which were duly adopted:

*Whereas*, It appears from the reports received by the special committee appointed by the Chancellor of the Board of Regents, that the colleges of this State have expressed assent to the requisites for admission agreed upon at the annual meeting of the University Convocation of 1865,

1. *Resolved*, That it is recommended that the admissions to the Freshman Classes in the colleges of this State be governed by these requisites as early as practicable, certainly not later than two years.

2. *Resolved*, That the academies of this State are hereby earnestly requested to modify their courses of study, so far as necessary to meet these requirements, and that the utmost thoroughness be aimed at.

3. *Resolved*, That as the object we have in view is one of common interest to all educators — all private classical schools are requested to accommodate their course to meet this effort to secure uniformity in preparation for admission to the Freshman Class.

4. *Resolved*, That the Regents of the University be requested to correspond with the authorities of colleges out of the State, soliciting their union with the colleges in this State, in securing the adoption of the above requisites for admission to college.

Professor Upson, of Hamilton College, offered the following resolution, which was adopted:

*Resolved*, That the representatives of the various colleges here assembled pledge themselves, so far as may be in their power, to enforce these requisites in their entrance examination.

On motion of Regent Hale, the following resolution was adopted:

*Resolved*, That the prerequisites specified in the requirements recommended by the Convocation for admission to college ought to be ascertained, and the qualification of the student determined, either by an examination of the respective college faculties, or by the certificate of the academic examination, under the regulation of the Regents.

Chancellor Ferris made a suggestion in regard to the desirableness of the stenographic art in taking notes of college lectures, &c.

Professor Gillespie stated that his experience is decidedly in

favor of "short-long hand," as it is called, in preference to "short hand."

Regent Hale endorsed the views of Professor Gillespie on this subject.

President Eaton, of Madison University, inquired whether students should be received by one college from another, simply *ad eundem*, or only upon examination, and whether *uniformity* on the part of the colleges in this respect is desirable.

Prolonged discussion ensued, which resulted in the adoption of the following resolution, offered by Professor Gillespie :

*Resolved*, That it is the opinion of this College Section of the University Convocation that it is very desirable that students bringing certificates of their membership of any class in one college, should not be admitted to the corresponding grade in another college, without examination.

Adjourned to meet to-morrow (Wednesday) afternoon at three and one-half o'clock.

*Academy Section.*

The Academy section met in the Assembly Chamber at 3½ o'clock, Regent Rankin in the chair, and Principal Mason, of Albany Academy, acting as clerk.

Professor James H. Hoose, late of Genesee Wesleyan Seminary, read a paper on "The Arithmetical Attainments necessary to commence the Study of Algebra." The subject was discussed at considerable length by Regent Luckey, Superintendent Rice, Professor Jewell, Principal Clarke and others.

Principal Alonzo Flack, of Hudson River Institute, read a paper on "School Discipline," which was discussed by Dr. J. B. Thomson, Superintendent Rice, Secretary Woolworth, Principal MeVicar, Professor Frost and others.

The Academy section then adjourned until to-morrow (Wednesday) afternoon, at 3½ o'clock.

**EVENING JOINT SESSION.**

The Chancellor announced the receipt of letters from Vice Chancellor Gulian C. Verplanck, Regent Goodwin and President Jackson, of Hobart College, severally regretting their inability to be present.

Professor Frederick S. Jewell, of the State Normal School, read

a paper on "The relation of Analysis as an Art to the Art of Teaching."

Professor N. T. Frost, of Hudson River Institute, read a paper entitled "The Social Position of the Teacher."

The hour of nine having arrived, the Convocation adjourned to meet on Wednesday morning at 9½ o'clock, and the members repaired to the Executive Mansion, in accordance with the invitation of His Excellency, Governor Fenton.

## SECOND DAY.

### MORNING JOINT SESSION—9½ o'clock.

The session was opened with prayer by Rev. Dr. Ferris.

Chancellor Pruyn invited the members of the Convocation to a social entertainment at his house, at the close of the evening session.

The minutes of the joint sessions of the first day were read and approved.

The Executive Committee reported a further order of exercises.

The Executive Committee, to whom had been referred a resolution concerning Normal Schools, introduced by Principal Gallup, reported the same back to the Convention without recommendation. It was resolved, to lay the subject on the table.

The minutes of the College section of Tuesday afternoon were reported to the Convocation. The report of the special committee on "The Requisites for Admission to college" was made the subject of extended discussion by President Eaton, Professor Davies, President Anderson, Chancellor Ferris, Regent Hale, Secretary Woolworth, Principals Flack, King, Clarke, Wells, Jones and others.

During the course of the discussion, Regent Benedict announced the arrival of Rev. Dr. McCosh, of Queens College, Belfast, Ireland, and President Hopkins, of Williams College, Massachusetts, and moved that they be invited to take seats with the Convocation and participate in its deliberations. Adopted.

Dr. McCosh was invited to address the Convocation, at the opening of the afternoon session, on the state of education in Great Britain and Ireland.

After further discussion of the report on the requisites for admission to college, it was adopted as the sense of the Convocation (having been previously indorsed by the College section).

The several resolutions adopted by the College section were taken

up as one proposition, and after discussion by President Fisher, Principals Fuller, Dann and others, were reaffirmed as the sense of the Convocation.

Professor J. B. Thomson offered the following resolution, which was referred to the Executive Committee:

*Resolved*, That the Regents be requested to correspond with the Faculties of the law and medical schools of this State, with a view to secure their coöperation in elevating the standard of preliminary qualifications for entering upon the studies of these honorable and important professions.

The Convocation then took a recess until 3½ o'clock, P. M.

AFTERNOON JOINT SESSION, 3½ o'clock.

The Chancellor announced the receipt of a note from Professor Hough, Director of the Dudley Observatory, inviting the members of the Convocation to visit that institution during their stay in the city. The Chancellor also announced that the State Cabinet of Natural History, and the Bureau of Military Record, are open to visitors daily.

Rev. James McCosh, LL.D., of Queen's College, Belfast, Ireland, was introduced, and addressed the Convocation on "Liberal Education in Great Britain and Ireland."

At the conclusion of this address the thanks of the Convocation were presented to the speaker.

President F. A. P. Barnard, LL.D., of Columbia College, read a paper entitled "The Studies proper to be pursued preparatory to College."

An invitation, at the suggestion of the Chancellor, was extended to Hon. John A. Kasson, M.C., of Iowa, to present, at the opening of the evening session, a brief statement in relation to the decimal system of weights and measures, as recently sanctioned by act of Congress.

EVENING JOINT SESSION — 7½ o'clock.

Chancellor Pruyn introduced the Hon. John A. Kasson, M.C., of Iowa, who made an elaborate statement in regard to the various systems of weights and measures, and the reform now being introduced in connection with the decimal system.

Secretary Woolworth alluded to the fact that a paper on this subject was prepared for the last Convocation by Prof. Kimball, of

the State Normal School, and which will soon appear in the published proceedings.

The thanks of the Convocation were presented to the Hon. Mr. Kasson.

The subject was referred to a committee of three, to report at the next annual session what further action may be desirable in the premises.

Chancellor Pruyn, Professor Davies and Regent Hale are the committee.

The report of a special committee, appointed some months since by the Chancellor, to consider the practical workings and results of the system of written preliminary academic examinations, instituted by the Regents, was introduced at this time by Principal M'Vicar, of Brockport Collegiate Institute.

#### REPORT.

The committee appointed by the Chancellor of the University to report upon the practical workings and results of the preliminary academic examinations, instituted by the Board of Regents during the past year, beg leave to report as follows:

Your committee have carefully examined into the practical workings of this system of examinations, as reported by the principals or committees of the various academies, and would state that it is conceded, in almost every case, that the evident result of the general plan will be to elevate the standard of scholarship in our academies. But, while this is granted, various objections have been raised against the practical carrying out of the plan, the principal of which are as follows:

It is objected, first, that an injustice is done by this plan to academies located in rural districts, because, first, the preparation given in the elementary branches in our district schools is inferior to that given in the graded schools of the cities and larger villages; second, a large proportion of the pupils attending such academies are young men and ladies, who can attend only in the winter term, and who in most cases have not studied the branches required, for years, and whose time and means will not allow them to review. It is urged as a consequence from these two considerations, that the city high schools and academies in larger villages will be able to pass a larger proportion of the number in attendance than the academies in rural districts, and hence receive more than their just share of the Literature Fund.

It is objected, second, that many of our best academies receive students from other States, and should we insist upon such a rigid ordeal for admission as academic scholars, it would result in driving such students from these academies, and hence diminish their attendance and the amount received from the Literature Fund.

It is objected, third, that fairness can not be secured in carrying out the instructions of the Regents. This unfairness is urged on the ground, first, that some principals may secretly open the questions and prepare the pupils for the examination; second, that there may be a collusion between the teachers and pupils, so that assistance may be given at the time of examination; that there may be a collusion between the principal and those who have been examined — the principal, for example, may return the answers to their authors, for re-writing after correction. One case has been brought before your committee, where they have *positive* evidence that papers were returned to the pupils three and four times for re-writing after correction, before being handed to the examining committee. Finally, that there may be a collusion between the examining committee and principal.

Unfairness is urged, also, on the ground that it is impossible for the different committees to adopt the same standard in examining the written answers, and consequently many are passed in some academies which would be rejected in others.

It is objected, fourth, that the questions prepared by the Regents are too difficult, and in many instances can not be answered from the text books in use in our academies.

Other minor objections, which deserve no special notice, have been raised, such as that ladies are constitutionally too weak to endure such examination; "that the report to be rendered to the Regents is too much hemmed in by oaths, &c."

It is obvious to your committee that no plan can be adopted which will be free from objections which are purely local or arise out of the inefficiency of those who execute the plan. Such objections can only be obviated by removing the local cause.

The four objections cited above are not of this class. They are founded upon difficulties which if not met will, to a very great extent, hinder the workings of the plan.

The first difficulty arises out of the fact that pupils attending graded schools pass their examinations just when they finish those studies, while those attending district schools are obliged to wait until they enter an academy, which is frequently after an interval of one or two years. The second difficulty arises out of the fact that in graded schools there is always a fixed course of study, in which can be constantly kept in view this examination. Thus there is an object held out for the pupil to attain, while in the present state of our district schools the pupils are tossed hither and thither in the various studies, as may serve the peculiar notions and purposes of every new teacher. The pupil in this case becoming discouraged, is made superficial in all the elementary branches. The third difficulty arises from the unfairness which may be practiced, should the plan pursued during the past year be continued.

In view of the great disparity between the schools which prepare pupils for these examinations and the unfairness that may be practiced, it is evident to your committee that, in order to secure the best results in



elevating the standard of academic scholarship, the examinations must be placed in such a relation to the schools which prepare the candidates and those which receive them, as to secure perfect justice.

The questions should be expressed in simple language, devoid of all ambiguity and the special terminology of any author.

In arithmetic the questions should be upon no topics except those which are clearly discussed in what are known as practical arithmetics.

In grammar no question should be proposed upon disputed points, and no sentence should be given for analysis containing disputed constructions, antiquated forms of expression, or constructions whose tendency is to embarrass and puzzle rather than elicit the candidate's knowledge.

In the preparation of questions on arithmetic and grammar, it should be borne in mind that these studies, in their more advanced form, constitute a part of the academic course, and hence the questions should be elementary and not exhaustive.

In geography, while the questions should extend over the entire range, two extremes should be avoided. They should not be so general as to require only a vague and indefinite knowledge of the subject to answer them, nor, on the other hand, so particular as to be too difficult for any except those who have made the subject a speciality.

No questions should be asked upon recent changes of boundaries, new territories, &c., which have not been incorporated into the geographies in common use. The questions upon each subject should be printed upon separate slips of paper and a sufficient number sent to the examining boards to enable them to furnish each candidate with a copy, at the time of examination upon each subject.

The number of questions proposed on each subject should not exceed twenty; and the time allowed to answer any set of questions should be left to the discretion of the examining committee.

#### METHOD OF EXAMINING ANSWERS.

A numeral value should be attached to each question by the committee that proposes them, and a copy of this valuation sent to the chairman of each examining board, whose duty it will be to use said valuation in the examination of answers, as follows:

That portion of the value assigned to each question which is indicated by the part of the question answered, should be placed in the margin of the candidate's paper. The sum of these values will be the numerator, and the sum of all the valuations the denominator of a common fraction, which, on being reduced to a decimal, will give the rate per cent. That this may be clearly understood, take the following example: Let three questions be given, the first valued at ten, second at seven, third twelve. Suppose that seven-tenths of the first is answered correctly, six-sevenths of the second, and three-fourths of the third, seven-tenths of ten, the value of the first, is seven; six-sevenths of seven, the value of the second, is six; three-fourths of twelve, the value of third, is nine. Collecting all these values for a

numerator, and the whole value of the questions for a denominator, we have  $7 + 6 + 9 = 22$  for a numerator, and  $10 + 7 + 12 = 29$  for a denominator. The fraction twenty-two twenty-ninths, reduced, give seventy-six per cent nearly. Suppose the candidate has made eight mistakes in spelling. Deducting one-quarter per cent for each mistake, the scholarship of the candidate will be seventy-four per cent.

**CERTIFICATES.**

That blank certificates, prepared and signed by the Secretary of the Board of Regents, should be forwarded to each committee of examination. These certificates, when filled and countersigned by the chairman of the examining board, should be given to each candidate whose standing is *at least* fifty per cent of the valuation of each set of questions, with an average of seventy-five per cent of the whole valuation of the three sets.

In addition to the certificates just described, *honor* certificates, prepared in like manner, should be granted to all candidates whose average standing is at least ninety per cent of the whole valuation of the three sets of questions.

All pupils in any academy who have at any time been reported and accepted by the Regents as academic scholars, should receive certificates without attending any examination, by applying to the president of the board of trustees of the academy by which they were last reported. Said certificate should be prepared and signed by the Secretary of the Regents, and countersigned by said president of board of trustees.

Your committee would also suggest, that a special record of all those who have received honor certificates be made by the Secretary of the Regents, and that their names, together with that of the teacher under whom they prepared, be published in the State paper, and in the papers of the county or city in which they reside.

All of which is respectfully submitted.

After the reading of the report, Secretary Woolworth made a summary statement of the mode of distributing the income of the Literature Fund, under the existing statute, and the system of preliminary examination prescribed by the statutes of the State, and the several supplementary ordinances of the Regents, including that of July 27, 1864, in accordance with which the written examinations of the last year have been conducted.

After a brief discussion of the report, the Convocation adjourned to Thursday morning at nine o'clock, whereupon the members, according to invitation, repaired to the residence of Chancellor Pruyn.

## THIRD DAY.

## MORNING JOINT SESSION—9 o'clock.

The Convocation united in the use of the Lord's Prayer, led by Rev. Regent Parks, who also pronounced the apostolic benediction.

The Executive Committee reported the concluding order of exercises.

The Executive Committee, to whom was referred the resolution of Professor J. B. Thomson concerning law and medical schools, recommended the adoption of the resolution. The resolution was adopted.

Professor Edward North, of Hamilton College, read a paper on "The Entrance Examination," and submitted the following resolution, which was adopted :

*Resolved*, That a committee of three be appointed by the Chair to report at the next Convocation on the question : "At what age is it expedient and desirable that young men should be admitted to college?"

The Chair appointed Professor North, of Hamilton College, President Barnard, of Columbia College, and Principal Mason, of Albany Academy.

President Fisher, on behalf of the special committee appointed for the purpose, read the following report on the University Necrology for 1865-6, which was accepted and adopted.

## UNIVERSITY NECROLOGY.

Since our last meeting the Rev. Eliphalet Nott, D.D., LL.D., has entered into his rest. It is not for this Convocation to pronounce his eulogy. The four thousand graduates of the institution over which he presided for sixty-two years, illustrate his character more fully than any words of ours. In comparison with the influence which, through these minds trained and molded under him, he has exerted and is still exerting upon society, language is almost meaningless. Great as he was in the pulpit, he was equally great as an instructor. Remarkable for an eloquence that enlightened and moved masses of men, he was not less remarkable for his personal power over individual minds. While great men in the church and State came to him for counsel, while he was recognized as a light and a power in this community, for half a century, by all classes, yet it is chiefly as an educator that his name is to be revered by us, and that he will be remembered in the future. It is impossible for us to gain even a proximate estimate of the influence he has exerted, during his long and brilliant career, over the educational interests of this and other States. As well

may we endeavor to measure the influence of the sun in its march over a continent, as to estimate the germinant power of such a mind working through other minds, in promoting the highest interests of both the church and State, in the training of the young. It is for others to speak of him as an able minister of the gospel and an eloquent reformer; it is for us to record our high estimate of him as an educator of youth. Animated by the profoundest religious convictions, he sought to build up science upon the firm basis of Christianity, and in developing the intellect, to impress the heart with the purest motives for action. The institution which he found little more than an academy, and made a great college, will ever remain his monument. The thousands who have gone forth from its walls will perpetuate his influence, while all who value learning, eloquence and piety, will unite in giving him a place among those who have labored most effectively to enlighten, elevate and purify society.

We are called also to record the death of Henry Howe, one of the oldest and most successful teachers in the State. Born in Shoreham, Vermont, educated at Middlebury College, for a time Principal of Castleton Seminary, and of the Academy at Pompey Hill, then Principal of the Academy at Canandaigua, where his chief work was performed. He presided over this institution until 1849, for a period of twenty-one years. "His work was that of a most pure, sincere Christian teacher, and his memory is fragrant with the odor of faith and love." The academy at Canandaigua owes much of its subsequent prosperity to his enlightened and faithful labors. He died on the 6th of June, 1865, at the age of sixty-eight years.

During the past year, Harvey R. Butterworth, Principal of the Academy at Pulaski, has died. He graduated at Hamilton College in 1863, with an excellent reputation for scholarship and good character. He almost immediately took charge of this academy, and had been quite successful in its administration, when his bright promise of usefulness was clouded by death.

We also record the death of Rev. Joseph B. Eastman, a graduate of Dartmouth College, and Principal of the Windsor Academy. The committee have not been able to gather any other facts in reference to Mr. Eastman.

After the reading of the foregoing report, the following additional facts in relation to Mr. Eastman were furnished by Regent Hale:

"Mr. Eastman was, for many years, Principal of the Academy at Montpelier, and also at Burlington, Vermont. He was a conscientious and faithful teacher, and a ripe scholar. Having pursued a course of theological study, he devoted himself, for some years after leaving Vermont, to the duties of that profession, but afterwards returned to his former vocation in which the last years of his life were spent."

Professor A. F. Monroe, of the College of St. Francis Xavier, in accordance with a request of the Convocation of 1865, read a paper on "Classical Training."

The subject of the paper was discussed at some length by Prof. Davies.

A vote of thanks was unanimously tendered to Prof. Munroe.

Further discussion on the subject of written preliminary academic examinations being next in order, the officers of colleges retired to the Senate Chamber.

*College Section.*

The section entered upon the order of business as arranged by the Executive Committee, Regent Benedict in the chair.

President M. B. Anderson, LL.D., of Rochester University, read a paper on "The Introduction of Christian Greek and Latin into Colleges."

The subject of the paper was discussed by Warden Fairbairn, of St. Stephen's College, and President Fisher, of Hamilton College, the latter of whom moved the following resolution, which was adopted :

*Resolved*, That President Anderson and Professors Kendrick and Lewis, be requested to prepare a paper on the Greek and Latin authors subsequent to the era of Christianity, a compilation from whose writings would be suitable to be read in colleges, with the reasons for the same.

A tabular view of the requirements for admission to the several colleges of this State, and to several colleges of other States, prepared by Assistant Secretary D. J. Pratt, was furnished, in printed form, to the members of the section.

The subject entitled "The Ratios of the Times to be given to the various Studies of the College *Curriculum*," was submitted by Professor Gillespie, who proposed the following resolutions, which were adopted :

*Resolved*, That Mr. Pratt be requested to prepare for the next Convocation an analogous presentation of the corresponding college *curricula*.

*Resolved*, That these tables shall show how many hours in the entire four years' course are given to the following classes of studies: pure mathematics, applied mathematics (embracing all physics mathematically treated); natural sciences (chemistry, geology, botany and natural history); Latin and Greek; modern languages; history; rhetoric and belles lettres; mental science, moral science and religion.

Professor Anderson read a brief paper on "Provisions for some degree of Art Education in Colleges."

President Hopkins, of Williams College, Chancellor Ferris and President Fisher, expressed their warm thanks for the views presented by President Anderson.

After further remarks on the subject by Professor Avery, the College section adjourned *sine die*.

*Academy Section.*

The subject of written preliminary academic examinations being under consideration (Regent Wetmore in the chair), Principal Steele, of Elmira Academy, submitted a series of Resolutions, which were discussed by Superintendent Rice, Secretary Woolworth, Professors Jewell and Hoose, Principals Clarke, J. Jones, Williams, Hovey, King, M'Vicar, Wells, Flack and others, and which, as amended, were adopted in the following form :

1. *Resolved*, That the academic teachers of this Convocation recognize the necessity of elevating the standard of scholarship in the institutions under our charge, and deplore especially the want of thoroughness on the part of our pupils in the common English branches.

2. *Resolved*, That we fully appreciate the efforts of the Regents to meet this deficiency; that we approve the general plan of the system of examination now adopted by them, and promise to give it our heartiest support.

3. *Resolved*, That the members of this Convocation respectfully recommend to the Regents of the University the consideration of the suggestions of the committee on examinations, in regard to the character of the questions which shall be sent out for future examinations, and especially with regard to the method of valuations suggested by the same committee.

4. *Resolved*, That we most earnestly recommend to the teachers in all the preparatory schools and academies of the State, to devote especial attention to instruction in reading, spelling and writing — branches which form the only sure basis of a practical or a liberal education.

The college section having adjourned, and the members having returned to the Assembly Chamber, the joint session was resumed.

JOINT SESSION.

Regent Benedict, as chairman of the College section, reported its proceedings to the Convocation.

Regent Wetmore moved the adoption of the following resolution which passed by a unanimous vote :

*Resolved*, That the presidents of the colleges of this State be a committee to collect and report to the next Convocation the materials for forming the "Military roll of honor" of the educational institutions of the State of New York, in connection with the great and successful struggle for maintaining the life and honor of the nation.

Professor Jewell offered the following resolution, which was, after much discussion, adopted :

*Resolved*, That a committee of three be appointed by the Chair to report at the next meeting the true theory of Normal schools, and their practical relation to both the common schools and the academies.

The Chair announced as such committee Professor Jewell, Superintendent Rice and President Anderson.

The following resolutions were unanimously adopted :

On motion of Principal Flack :

*Resolved*, That we recommend to the Regents of the University to prepare papers for the written examinations in the higher English branches and the classics, for those academies that desire to come into such examination.

On motion of Principal Mason :

*Resolved*, That the Regents be requested to appoint a committee of three, who shall consult with the Faculties of the various colleges, and with other teachers throughout the State, concerning the advisability of having the entrance examination to college conducted in whole or in part by a special board of examiners, to be appointed by the Regents, said committee to report the result of their inquiries and their own recommendations on the subject to the next Convocation.

The Chancellor, in pursuance of a resolution of the Convocation of 1865, appointed the following committee of Regents and principals of academies, to report at a future time on the subject of suitable course of study and appropriate testimonials for females in the higher institutions of State, to wit: Regents Benedict, Perkins and Hale, and Principals Flack, of Hudson River Institute, Crittenden, of Packer Collegiate Institute, and Gallup, of Clinton Grammar School.

The Convocation then took a recess until 3 o'clock P. M.

#### AFTERNOON SESSION — 3 o'clock.

The Chancellor introduced Professor Arnold Guyot, LL.D., of Princeton, New Jersey, who addressed the Convocation on the science of Physical Geography and its relations to the various nationalities and grades of civilization.

On motion of Secretary Woolworth, the thanks of the Convocation were unanimously tendered to Professor Guyot for his able presentation of this important educational topic.

The hour for the final adjournment having nearly arrived, under the head of miscellaneous business, Chancellor Pruyn announced the Executive Committee for the ensuing year as follows: Professor Upson, of Hamilton College, Professor Perkins, of Union College, Professor French, of the State Normal School; Principals Clarke of Canandaigua Academy, Crittenden, of Packer Collegiate Institute, Wells, of Peekskill Military Academy, and Steele, of Elmira Academy.

On motion, the thanks of the Convocation were tendered to His Excellency, Governor Fenton, for his courteous entertainment of the members at the Executive mansion on Tuesday evening last, and to Chancellor Pruyn for his hospitality on Wednesday evening.

The Chancellor thanked the members, in behalf of the Board of Regents, for their earnest coöperation in all the measures devised for the advancement of the cause of education in this State, and declared the Convocation adjourned to meet on the first Tuesday of August, 1867.

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### **Whipping in Schools.**

The woman-whipping school case, which has reflected so much disgrace directly upon Cambridge and indirectly upon Massachusetts, is likely to result in good, after all, in the adoption of a rule forbidding corporal punishment in the Cambridge schools, and a vote of the citizens condemning the shameful proceeding of the School Committee which justified the brutality of the woman-whipping master and his female accomplices. At a meeting of the Republicans of Cambridge, last evening, to nominate officers for the ensuing municipal year, Dr. Wyman introduced a resolution declaring that, in the opinion of the meeting corporal punishment of girls should be abolished in the schools. Mayor Merrill opposed the resolution on the ground that it would look like a rebuke to the School Committee.



He deprecated the idea of changing the Board; he defended their action. He did not think the conduct of the master judicious, but he thought the master had only done his duty! It appeared by the explanation of Mr. Foster, father of the girl who was whipped, that Mayor Merrill was the man who voted against a public hearing before the School Committee.

Dr. Wyman, in advocating the resolution, spoke of the schools of Prussia as having abolished corporal punishment for more than twenty-five years, with beneficial results, and he thought the plan ought to be adopted here. He spoke of the peculiar physiological development of the female sex as being totally at variance with the law of force. They required the law of love to govern them. The code of morals was far more effective than physical force.

Mr. John N. Barbour, an old anti-slavery man, fully justified the whipping of white school girls, and the action of the School Committee on the subject. But at this point in the meeting Prof. Agassiz stepped forward and gave his opinion upon the whipping of scholars. He said he had been a citizen of Cambridge for twenty years. He was an American citizen. He could not sit still without saying a word on this matter. He believed in the opinion expressed by the first gentlemen who spoke. He had been a teacher since he was fourteen years of age—some forty years—and he never struck a blow. He believed that the fault was mainly with the teacher whenever corporal punishment was resorted to. He was in favor of increasing the number of schools, and also the number of teachers, as he thought it impossible for one man to control so large a body of scholars as are gathered in the public schools of Cambridge.

Ex-Gov. Washburn followed:

He disclaimed all connection with any party, and would vote for any man who would stand by the petition which he had the honor of signing some time ago, that corporal punishment, so far as girls were concerned, should be abolished in the public schools. It was not with him a personal matter; he knew nothing of the parties concerned in the late whipping case; it was with him a matter of greater importance. Discipline was a means, not an end. There is no need of whipping girls to make them behave. He reiterated the statement expressed by the previous speaker that in five cases out of seven the fault was with the teacher rather than the scholar. If

there is a necessity for punishment, it is the right and duty of the School Committee to remove the refractory scholar. Whipping is a positive evil. It blunts the intellect, and the scholars lose all self-respect. He alluded to the progress which had been made in the discipline of criminals and in the treatment of the insane. In old times it was thought impossible to have our schools taught by females—that the boys would overpower them in the matter of discipline. But the result of the progress thus far made shows that a large majority of the teachers in the public schools were females.

Continuing his remarks, Prof. Washburn declared his conviction that the application of corporal punishment was prolific of evil. It could not be used on young children without blunting their sensibilities and lessening their confidence in their teachers, and every one else; and no girl of ten years old or upward could be whipped without hardening or breaking her heart. Joshua Coffin, of Newburyport, immortalized by Whittier, and a school teacher for forty years, was rough in exterior and coarse in manner, but he had a heart as soft as a girl's, and clear head. The speaker remembered him at a teachers' meeting, where the subject of corporal punishment was under discussion. Many of the teachers had advocated a frequent exercise of it. Mr. Coffin rose, and in about ten words ended the debate and settled the question. "If," said he, "I wanted to make a boy a rascal I would treat him as if he was one. If I wanted to make him manly I would treat him kindly and generously." Prof. Washburn said he had never yet found a man or a woman so bad but that they had a tender point which could be reached if they were treated as human beings, and as one's own sister or brother. After speaking of the progress made in recent years in the matter of discipline in schools, and the amelioration of the treatment of lunatics, convicts and sailors, he closed by declaring corporal punishment to be morally and physically wrong, and urging the adoption of the resolve as a duty which the meeting owed to itself and to Cambridge as a seat of learning.

A motion was adopted striking out the word "girls" in the resolution, and it was passed. In nominating a Board of School Committee, all the old Board but four were rejected. Among those dropped is a clergyman, of whom it is reported that he presented himself at a primary school and spread terror among the little children by giving the teacher a long, hard ruler, bidding her use it upon refractory scholars—"use it until the blood comes, if they do not submit."—*Boston Commercial*, Nov. 27.

**Report on Requisites for Admission to College.**

At the sessions of the Convocation in 1865 it was resolved that in order to secure uniformity in the terms of admission to the colleges of this State, it be recommended to the Faculties of these institutions to adopt the following studies, proficiency in which should be deemed essential to entrance:

In mathematics, algebra to equations of the second degree, and plane geometry.

In Greek, three books of Xenophon's *Anabasis*, and one book of Homer's *Iliad*, with prosody.

In Latin, four books of Cæsar's *Commentaries*, six books of Virgil's *Æneid*, six select orations of Cicero, Sallust's *Catiline*, Sallust's *Jugurthine War* or the *Elogues* of Virgil, and twelve chapters of Arnold's *Latin Prose Composition*.

It was also resolved that the preceding requisites presuppose thorough preparation in arithmetic, English grammar, descriptive geography, classical geography, history of the United States and Greek and Roman antiquities.

The Convocation further request the Chancellor to appoint a committee, to consist of three presidents and four professors, for the purpose of securing the adoption of these terms by the colleges.

This committee met at the rooms of the Regents, on the 24th of April. Present—Chancellor Ferris, President Hickok, President Fisher, Professor Peck, of Columbia College, Professor Glackmeyer, of St. John's College. President Barnard was also present and was invited to sit with the committee.

After a full discussion of the subject, President Fisher was appointed a sub-committee to correspond with the presiding officers of the several colleges, and report to this Convocation. In the course of this correspondence, communications have been received from the Faculties of Rochester University, Genesee and Hobart Colleges, Madison University, Hamilton, Union and Columbia Colleges, the University of the city of New York, and St. John's College, with the following results:

President Eaton, of Madison University, writes that the Faculty unanimously approve of the plan proposed, and will be highly gratified to see it generally enforced by all our colleges.

President Lindsay, of Genesee College, states that the Faculty took action in reference to the resolutions of the Convocation early in the present collegiate year; that they adopted for the classical course substantially what was decided upon at the Convocation, but that the Professor of Geometry thought it better that geometry should be studied under his own supervision. Hence that study was not placed among the requirements for admission.

President Jackson, of Hobart College, says the Faculty are quite ready to accede to the proposed scale of requirements for admission to our colleges in this State.

President Hickok, of Union College, answers that the Faculty "*Resolved*, That the requirements for admission to college decided upon at the University Convocation be adopted by this Faculty, and carried into execution as soon as practicable." He adds: "Our requirements have been, for some length of time, nearly the same as here proposed, except in the requisition of geometry. It is doubtful whether we shall at once make that essential, though we shall not be behind any college in putting ourselves squarely on the platform, and shall urge on all to that point as early as it can be gained."

President Barnard, of Columbia College, writes: "The Faculty of this college are quite willing to conform to any scheme of requisition which may be acceptable to others, provided it be not less in amount than they at present themselves require. The requisites in Latin proposed by the Convocation are such as they could approve. They incline to think that something more should be demanded in Greek—perhaps another book of the Iliad. In mathematics, they are content to accept the requisites recommended by the Convocation, with the qualification that the first and third books of Legendre's Geometry appear to them to be sufficient in that branch."

President Anderson, of Rochester University, says the Faculty are quite ready to make the slight changes in the terms of admission to bring them into harmony with the views of the committee. They will of course reserve to themselves the freedom of judging what will be a fair equivalent (in other books than those named in your report) for the works required to be read by students, in the published regulations.

The Faculty of Hamilton College, early in the present year, adopted the programme of studies recommended by the Convocation, and published it in their catalogue.

Chancellor Ferris states that the Faculty of the University of the City of New York have agreed to the same qualifications.

Professor Glackmeyer, of St. John's College, writes that the Faculty accept the requisitions, with the exception of plane geometry.

It will be seen that all these colleges have substantially adopted the qualifications for admission to the Freshman Class, agreed upon last year. The exceptions are only three, and these respect one study, plane geometry. The effect of this exception is, however, bad. It gives the impression that the standard of scholarship is lower there than elsewhere. On the class of students who appreciate and aim at a thorough scholarship, its effect will be to send them to other institutions; while it will attract to such a college those who are in a hurry to enter, and desire to pass with as slender a preparation as possible. This class, however, is the very one on which the elevation of the standard of admission is designed to act. It also embarrasses the teachers in the academies, since it is decidedly for their interest to have the studies uniform, in order not to multiply classes. It should also be remembered that this part of geometry

can be as well taught in the academy as in the college. There is nothing in it which demands special mathematical ability or knowledge, and the acquisition of it enables the professor in the college to advance the student into other and higher branches of mathematics than he could do if a term of study had to be devoted to this. It is greatly to be desired, therefore, that in this, as in the other points, the entrance qualifications should be uniform; and it is to be hoped that these institutions will shortly come up to the standard adopted by the other colleges.

In some of the communications from college officers on this subject, two or three points have been dwelt upon, and the action of the Convocation objected to, because no notice, or an insufficient notice, was taken of them. The first of these was the subject of *thoroughness*—the quality rather than the quantity required for admission. On this point it may be permitted to remark, that the question before us respects a uniform and somewhat advanced standard of admission. This subject is logically distinct from the other, and stands upon grounds peculiar to itself. It is of great importance that our colleges should not be behind the eastern colleges in the requisites for admission; and it is obviously very desirable that the same general course of preparation for college should be pursued in all the academies of the State. We do not intend that the institutions of the Empire State shall suffer either in form or in fact by a comparison with the institutions of any other State; while it will greatly assist the teachers in the academies to have a definite and not a varying standard of preparation for college. On this point, I will not now enlarge. I feel free, however, to go further than this, and to suggest the opinion that the uniformity and advanced character of preparation for the college must have a decided tendency to promote thoroughness. When the Faculty of Hamilton College placed the terms, decided upon by the Convocation, in our catalogue, it was feared that what we might gain in quantity would be lost in quality. At the recent commencement, we admitted a larger number of students than ever before at the same time. Of these, some half a dozen had to be conditioned on the books we had added to our qualifications. Most of these were not aware of the additional requisites, having had only a catalogue of the previous year as their guide. The large majority had not only complied with the advanced conditions, but the standard of preparation was decidedly higher than in any previous year. As we adopt the method of written examinations, we were able to judge truly on this subject. In our experience so far, the advance has worked well. In conversation with the principals of academies, so far as I have met them, I find a decided approval of the action of the Convocation, and an earnest effort to elevate the standard of preparation, not only in quantity, but also in quality. I wish also here to remark, for the encouragement of the Regents, that the system they have adopted in requiring a rigid examination of academic students in geography, arithmetic and grammar, in order to determine the amount of funds to be distributed, has had a decided influence in promoting thoroughness in these studies; and, in virtue of that law of

affinity which exists between all branches of study and the action of the mind, incidentally, in promoting a better preparation in the classics and mathematics. I think also that the discussions on this subject in the Convocation, for the last two years, have not been without their influence. This question, however, is too broad and too important to be discussed at this time, nor does such a discussion fall properly within the scope of this report. It belongs to this Convocation to take it up year by year, until experience of both theory and practice shall show us how best to secure the truest kind of preparation for college work.

A second point noticed, is the failure to specify that students will be *examined* on the studies, a knowledge of which is pre-supposed. President Barnard writes, that in the opinion of the Faculty of Columbia College, "there will never be any certainty of the possession of such knowledge on the part of applicants, unless those studies are made subjects of actual examination for admission. Experience proves that youth who are intended for a collegiate education are very rarely obliged to study at school anything but the books on which they are to be examined for admission, and accordingly many young men enter college at the present time with an exceedingly imperfect knowledge of modern or ancient geography, or the grammar of their own language, or the history of their own country. These things ought to be requisitions, and if they be not subjects of examination for admission, the fact that they have received proper attention ought to be established by some satisfactory mode of verification." These observations are unquestionably correct. The Convocation, in regarding them as pre-supposed, did not mean to have it understood that no examination or verification of the knowledge of the student, in regard to them, was to be had. They supposed each college would take its own course in the matter. In the opinion of the undersigned, it would be better to have them stated in the requisitions for admission precisely as in the requirements in Latin and Greek. This would obviate the difficulty. Whether the student shall in all cases be examined by the faculty, or a Regents' certificate of examination on part of these requisitions shall be accepted as satisfactory, must be determined by each college for itself.

A third point made in one of these communications is that certain other studies not mentioned in the requisitions, especially the sciences of observation and experiment, and certain of the modern languages, ought to be pursued before the study of the ancient languages. Dr. Barnard is quite earnest on this point, and as he brought it before the committee, he was requested to prepare a paper on it, to be read at this meeting of the Convocation. I deem it sufficient, therefore, to state the point, without attempting to anticipate the discussion which it will probably receive.

It will be seen by the Convocation that we have made a decided advance towards uniformity in the formal requisitions for admission to college. It remains for us to determine in what way greater thoroughness in these studies can be secured, and whether any other studies should be added to them.

President Anderson urges another point as in his view of great importance. He says we — the Faculty of Rochester University — "wish to put

ourselves on record as holding grave doubts regarding all efforts for giving a more thorough scholarship, which look only towards action on the entire body of students, without discrimination to be made during their college course, both in the amount and quality of the work to be done and in the reputation which it shall confer. But a small portion of those who ought to have a liberal education are fitted to become good scholars. Those who are thus able, should be furnished with a career for study and incentives thereto, which shall secure vastly higher results than can be reached by the average of men. It is precisely these few learned men which American education needs for its adequate development. We have enough moderately learned men, but are suffering severely for men trained as are the English class men and wranglers, and the French Agrégés. I for one look for the permanent elevation of our educational system through well directed efforts to secure a few such scholars as these, rather than to attempt to raise the whole body of students to a height they can never reach." As this subject is one of importance, I have given this extract a place in this report, not to discuss it here, but to bring it before the Convocation for separate discussion. All of which is respectfully submitted.

SAMUEL W. FISHER.

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### The Earth's Crust Incessantly Changing.

To the casual observer the hills and valleys that surround him appear unchanged and unchangeable. The plains and battle fields mentioned in ancient history, the sites of cities and harbors, the courses of rivers and contour of mountains are much the same as when described one thousand, two thousand, or four thousand years ago. But to him who looks a little more narrowly the case is altogether different. The stream in the valley has cut for itself a deeper channel, and has repeatedly shifted its course—eating away the banks on one side, and laying down spits of new ground on the other. The cliffs in the hills are more weatherworn and rounded, and a larger amount of rock debris has accumulated at their bases. The lakes of the old historic plain are partly converted into marshes, and the marshes into meadow-land; the site of the old city on the sea-cliff has been partly washed away by the encroaching waves; and the ancient harbor, once at the river mouth, is now a goodly mile inland, and separated from the sea by a flat alluvial delta. Imperceptibly as the rains and frosts may wear away the mountain cliff, slowly as the river may deepen its channel, gradually as the delta may advance upon the estuary, and little by little as the volcano may pile up its scoræ and lava, yet after the lapse of ages the mountain will be worn down, the river channel will be eroded into a valley, the estuary converted into an alluvial plain, and the volcano rear its cold and silent dome into the higher atmosphere. All that is necessary is time, and this is an element to which we can see no limit in the future, any more than we can discover a beginning to it in the past.—*Page's Geology for General Readers.*

## Resident Editor's Department.

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### MISCELLANY.

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**THE BANNER LIST.**—Professor James H. Hoose, who, for a number of years, has been one of the most zealous and active friends of the **TEACHER**, has sent us a list of one hundred and twenty names as subscribers to the present volume. This acknowledgment is but a small return for his friendship and earnest labor in the cause.

**UNIVERSITY CONVOCATION.**—The proceedings of the last annual meeting of this body to which we give so much space in our present issue, are of such preëminent importance as to justify the prominence we have given them. We look forward hopefully to the most important reforms in higher education.

**PLANETS IN CONJUNCTION.**—On the 5th Dec., 1866, the planets Mercury, Venus, Earth and Moon were in conjunction. Will some one inform us when this event will next after this occur?

*Paris, Ill.*

J. H.

**TASCHKEND ANNEXED TO RUSSIA.**—The governor-general of Orenbourg, recently received the petition of the inhabitants of Taschkend to be admitted among the subjects of the Czar. On the 9th of September (N. S.), the governor-general received the oath of allegiance, and the new relations were celebrated with great pomp.

**NATIONAL DEBT.**—The debt of Great Britain is \$4,041,449,490, of the United States \$2,844,367,730.

**A NEW TEXTILE.**—The last discovery which comes to us from Nevada is agricultural rather than mineral, but very important. It is of a new textile, such as was eagerly sought when the rebellion broke out, but unsuccessfully. The plant now discovered has its home in the Humboldt Valley, where it grows in large quantities, and can, of course, be made to grow more thriftily by cultivation, while, if it has the values which are ascribed to it, it will soon be removed to other fields and propagated among regular crops. The plant is said by the discoverers to be superior to any textile now in use. Though styled hemp, it is so called on account of its closer similarity to that than to any other growth. It has a stronger and finer fibre than the proper hemp, and a much longer staple. In proportion to the wood, too, the fibre is much more abundant. It can be more easily separated than flax or hemp, and can be stripped clean from the



stalk without preparation, Nevada lies between thirty-seven degrees and forty-two degrees north. This corresponds with the latitude of Northern California, of San Francisco, Salt Lake city, Indianapolis, Columbus and Philadelphia. The Humboldt river, along which the new hemp grows, runs from the mountains of that name westward, through a mountainous country. If, therefore, experiment proves what is now claimed for this textile, it can be prolonged in its cultivation from its original habitat to our own doors, and will enhance the value of the hemp harvest in those States where it is now an important feature.

TELEGRAPHY.—A system of telegraphing is now in operation in France, by which exact copies of the original messages are produced at the terminus of the lines, solely by mechanical means. The telegram is written on paper coated with a lead-colored non-conducting surface. The ink employed changes every point touched by it to the opposite electrical character. Two pendulums at either end of the circuit swing in unison; the upper end of each is divided into many points. By this contrivance, the message being passed over these at one end, a current to correspond with the writing is sent, and a fac-simile copy on prepared paper, held to the vibrating pendulum, is produced at the other extremity.

THE NORTH POLE.—Two French gentlemen recently explored the Island of Spitzbergen in a manner never before done. They have measured the mountains, mapped the whole coast, examined the vegetable products, the geological composition, &c., of the island. They found that the long day, extending over several months, during which the sun never sets, became intensely hot after a month or two by the unceasing heat from the sun. In this period vegetation springs up in great luxuriance and abundance. The North Pole is only a matter of 600 miles from the island, and it is thought by the two explorers, as by many others, that the Pole itself, and the sea which is supposed to surround it, could be reached from Spitzbergen without any great difficulties being encountered. A single fact noticed by the explorers in connection with this island, is the enormous quantities of floating timber, which literally cover the waters of the bays and creeks. A careful examination of the character, condition and kind of those floating logs would no doubt lead to a conclusion as to whence and how they came, and probably suggest new theories for the solution of geographical problems connected with the Arctic Sea.

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*PERSONAL.*

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ASHER B. EVANS, formerly of Wilson, N. Y., succeeds B. M. Reynolds as principal of the Lockport Union School. He will do good service.

McELLAGOTT.—Died in the city of New York, Oct. 22, 1866, James N. McElligott, LL.D., ex-President of the N. Y. State Teachers' Association. Dr. McElligott was a teacher of large and varied experience, a ripe scholar:

and in the highest sense, as many who will cherish his memory can testify, a Christian gentleman; courtly, but courteous; dignified, but affable; learned, but unostentatious. He was formerly principal of the Mechanics' Society School, but for some years has maintained a select school, for the education of boys in classic, mathematical and English studies. He was the author of several educational works, among which are the Young Analyser, McElligott's Debater, &c. The new series of Union Readers, known as Prof. Sanders', owe much to his participation in their preparation. His last literary work as given to the public, is an introduction to Hailman's "Object Teaching," an extract of which will appear in our next number. Dr. McElligott was in middle life, but he has left behind him a record which many a one of three score and ten might envy. In the fullness of his strength he has gone to learn a higher wisdom.

DAVID N. CAMP, formerly Supt. of Schools, Conn., and now of St. John's College, Maryland, has resigned his position as Resident Editor of the Conn. Common School Journal.

MR. E. L. YOUMANS, recently returned from London, is passing through the press of Macmillan, a work on the *Educational Demands of the Present Age*, which will be issued here simultaneously by the Appletons. The newspaper rumors that he has accepted a place in Antioch College are incorrect; he is lecturing upon "Education in England."

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INTELLIGENCE—HOME.

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BROOKLYN.—The Board of Education have adopted a new course of study, and organized a training class for primary teachers to meet weekly. The exercises of the class are to be under the direction of the Assistant Superintendent. Free evening schools have been established, to be open for the term of three months.

NEW YORK UNIVERSITY.—The recent gift of one hundred thousand dollars, by Mr. Loring Andrews to the University of the City of New York, was made, it is understood, with the following purposes: For a Professorship of Logic, Intellectual and Moral Sciences, \$25,000; for a Professorship of the Evidences of Revealed Religion and Evangelical Theology, \$25,000; to complete a Greek Professorship, \$15,000; for a Professorship of Political Science, embracing political economy, municipal, constitutional and international law, \$15,000; for medals and premiums to be awarded for proficiency in various branches, the income of \$10,000; for apparatus, to be equally divided between the chemical and philosophical departments, the income of \$10,000.

TROR.—A new school building for a free colored school, was opened in

this city last November. It is said that the friends of the measure have labored for it for more than thirty years.

CORNELL UNIVERSITY.—At a late meeting of the trustees of the Cornell University, Hon. Andrew D. White of Syracuse, was unanimously elected President of the Institution. Mr. White was formerly Professor of History in the University of Michigan. He is a ripe, earnest and practical scholar, and his large knowledge of public affairs will add to his fitness for this most important post.

CAYUGA COUNTY.—The Teachers' Institute for the southern portion of Cayuga county, was held in the village of Moravia, commencing October 1, 1886, and continuing in session two weeks. The teachers in attendance numbered over one hundred, and all seemed to feel well paid for their time and expenses.

The Institute was conducted by Professor John G. Murphy, of Cairo, Greene county, who thoroughly instructed the teachers in the different branches taught in our common schools. As a teacher of mathematics Prof. Murphy has no superior. His definitions and rules for the solution of examples were such as were never before presented to the teachers of this county, he being the originator of them. He also introduced a new feature in the Institute, the practicing of Calisthenics, which was received with marked approbation by all, and nearly every teacher intends to introduce this most healthful exercise into their schools the coming winter. Prof. Murphy was assisted during the session by Prof. A. W. Young, of Ripley, N. Y., author of *Young's Government Class Book*, Commissioner Ellery of the 2d District, and Mr. B. J. Denson.

The session closed with a sociable, in which all enjoyed themselves to the best of their ability.

Commissioner McIntosh has by his untiring energy and zeal, proved himself equal to the task imposed upon him by the duties of the office.

A pleasant incident occurred on Thursday of the second week. The teachers, wishing to give Prof. Murphy and Commissioner McIntosh some token of the high esteem in which they held them, presented each with a copy of *Johnson's Family Atlas*.

They were presented in behalf of the Institute by Mrs. B. J. Denson, in a few well chosen words. Prof. Murphy and Commissioner McIntosh, although much surprised, responded in a very happy manner.

GREENE COUNTY.—The Teachers' Institute for Greene county, convened at Windham Centre, N. Y., October 29, 2 o'clock P. M., under the direction of Commissioners Geo. C. Mott and S. S. Mulford, assisted by Profs. L. H. Cheney and O. Porter, Rev. A. C. Morehouse and Rev. C. Kendall.

The Institute was organized by the appointment of secretaries, critics, time-keepers, etc. After introductory remarks by Commissioner Mott, the daily order was taken up as follows: Instruction in arithmetic, grammar, geography, and reading, by Professor Cheney; Orthography, by Commissioner Mott; mental arithmetic, Commissioner Mulford; civil

government, Prof. E. G. Lawrence; vocal music, Prof. O. Porter. Several practical questions were discussed. Evening lectures were delivered by Prof. Cheney and others. The opening of the query box, and practical suggestions by the Commissioners, formed part of the evening exercises.

*Second Session.*—This was organized at the Court House, in Catskill, Nov. 8, 1866, by School Commissioner G. C. Mott and Dr. J. H. French, conductor, with thirty-eight members present. Commissioner S. S. Mulford was able to be present on Monday and Tuesday.

The Commissioners and Conductor were untiring in their efforts to render the session both instructive and entertaining.

Teachers were truly taught "How to Teach." The various methods of teaching presented by Dr. French can not, if generally and faithfully practised, fail to elevate the standard of public instruction.

Too much praise can not be awarded those who presided over the Institute, for the faithful and efficient manner in which they performed their arduous duties.

The following appointments were made by the Commissioners: Secretaries—Sara A. Hawks, Prattsville, Emily S. Cole, Athens; Time Keepers—Cornelia A. Reed, Durham, Lena J. Perkins, Hunter; Committee on Resolutions—Mr. Chas. Richards, Durham, Miss Annie Lisk, New Baltimore, Miss Fannie A. Abeel, Catskill, Miss J. C. Martin, New Baltimore.

Evening lectures were delivered as follows: Nov. 9, "The relations of Geography and Astronomy to each other," Dr. J. H. French; Nov. 12, "Weights and Measures," Dr. J. H. French; Nov. 13-14, "The Empire State," Dr. J. H. French; Nov. 15, "Music," M. P. Cavert, A.M.; Nov. 16, "Character and Signs," Prof. C. Townsend.

The lectures by Dr. French were solid and replete with instruction. The one by Prof. Cavert was of a high order and impressive. That by Prof. Townsend full of valuable instruction and laughter provoking illustrations. His instructions on Civil Government were good and much needed.

The Institute numbered sixty-five *live and devoted teachers*, and adjourned Nov. 17, 11 A. M., with the mutual understanding that the efforts of the Commissioners, Lecturers and Teachers, shall do much to advance our educational interests.

The following resolutions reported by the committee, were unanimously adopted:

*Resolved*, That we regard Teachers' Institutes, as being among the most powerful agents for introducing uniformity in teaching; for qualifying the members of our profession for the proper discharge of their duties; and for promoting the best interests of our common schools.

*Resolved*, That it is the duty of teachers to attend Teachers' Institutes, and, in order that *they all* may be able to do so, it is the duty of the inhabitants of every school district to encourage them, by giving a reasonable compensation to those engaged in teaching.

MONROE COUNTY.—The Teachers' Institute for the Third Assembly District convened on Monday, Oct. 20. Professor Williams of the Depart-

ment conducted the exercises during the first week, and Prof. J. H. Hoose the second. Prof. J. W. Barker was present about two days, and added much to the general interest, with his exercises on reading, and his evening lectures, which were good. On Monday of the second week, Mrs. A. T. Randall and Mrs. Arey arrived, and took an active part in the Institute. Mrs. Arey gave some excellent instructions to the young ladies on etiquette generally. She did good service while present. Mrs. Randall can not be too highly esteemed by the teachers, for her assistance in the Art as well as Science of reading. Miss Smith gave some fine instructions in grammar, geography and history. The evenings were all occupied by public exercises. On Monday evening, Prof. Robinson lectured on the subject, "Geology of New York." On Tuesday evening, Prof. Williams gave a familiar talk on "School Polity." Wednesday evening, Commissioner F. R. Garlock lectured on "Physiology and Hygiene." Thursday and Friday evenings were occupied by Prof. Barker, his principal lecture being the "American Lakes." Monday evening, Prof. C. Townsend of Rochester, gave his spicy lecture entitled "Advantages derived from a critical observation of men and things." Tuesday, Prof. Hoose entertained a large and intelligent audience on "Books, and when to buy books." Wednesday evening, Judge J. C. Chumaseo of Rochester, gave an eloquent and instructive lecture on the "Primitive inhabitants of Earth." On Thursday evening, J. D. Husbands, Esq., of Rochester, spoke on the "Democratic Principle as applied to American Education." Friday evening the Annual Reunion was held. As a whole, the Institute has been a complete success. The number in attendance exceeded that of any former session. The Department has been liberal beyond expectation in furnishing help, and help too of the first order. The great idea of "Practicability" was kept constantly before the Instructors, and the teachers have been benefited to a great extent thereby, We numbered this session 207, nearly all of whom were *active* teachers.

ONTARIO COUNTY.—The Ontario County Teachers' Institute held its session at Canandaigua, beginning October 2, and continued for two weeks.

About three hundred teachers were present, the Institute being the largest ever held in the county.

The principal Instructors were Rev. J. C. Moses of Dundee, Prof. J. W. Armstrong of Oswego, Profs. Townsend and De Graff of Rochester, Prof. Shattuck of New York city, and others, who have the kind wishes of all who were present, for their instructive, practical and valuable lessons in school teaching. The evening lectures were interesting and attractive, which was evinced by a crowded house during each evening session.

Our Institute was a great success, and fully demonstrated the importance of these organizations in our great school system.

OSWEGO COUNTY.—The Teachers' Institute met pursuant to adjournment of first week, Oct. 1st, 8½ o'clock, A. M. A large number of teachers were

present from every town in the 3d Commissioner's District, and several from other districts and counties, making the number of names registered, one hundred and thirty-four. Mr. Barr, Deputy State Superintendent of Public Instruction, was with us on Monday, and occupied a considerable part of the day, upon the best modes of organizing schools; also, making the teachers acquainted with the *duties* of the *profession*. Tuesday evening Mr. Barr delivered a lecture before the Institute and friends of Education. Subject—"The Duties and Responsibilities of the Teacher." His address was characterized by deep research and earnest thought, showing that he felt the magnitude of our work. The pathos with which he addressed us, could but make an impression of good upon the hearts of all who listened.

Wednesday evening we listened, most profitably, to a lecture from Prof. Smith, which was concisely written, eloquently delivered, and showed that the speaker had thought much and carefully upon his subject. Thursday Mr. J. H. Matteson, of Pulaski Academy, occupied some time, which we trust will prove greatly to the benefit of our teachers, upon the best modes of conducting classes in Mental and Analytic Arithmetic; also elaborating some illustrations and demonstrations of those rules we have to contend with often, but are seldom dwelt upon by the *teacher*, viz: "Circulating Decimals," and "Evolution." At evening, Mrs. M. A. Smith (our Instructress from the State Department of Public Instruction) took leave of the Institute, being fully assured, that by her kindness and amiability, she had won the esteem of all present, and that we, as an Institute, highly appreciated her labors. At her departure we extended to her our "right hand of fellowship," bidding her a heartfelt, "God speed" in whatever field of labor she might enter. Friday the programme was dispensed with, miscellaneous business taking its place. At evening the annual Rhetorical exercises of the Teachers' Institute were held at the Congregational Church, opening with devotional exercises, conducted by Prof. N. White, of St. Lawrence University. On the calling of the roll, each member responded by giving either an original or selected sentiment, after which the following programme was fully carried out:

*Music. Declamation*—T. S. Snell. *Select Reading*—Miss E. F. Salisbury. *Recitation*—Miss I. Rathbun. *Select Reading*—Miss M. Carpenter. *Music. Declamation*—Mr. V. J. Purington. *Essay*—Miss S. Brown. *Declamation*—H. Henderson. *Recitation*—Miss D. Everingham. *Music. Paper*—"The Sheaf," edited by Miss L. Thompson, and the "Offering" by Mr. A. B. Bowen. *Select Reading*—Miss E. J. Dickinson. *Recitation*—Miss N. Martin. *Select Reading*—Prof. N. White. *Toasts, Resolutions, &c.*

After which a beautiful copy of the Bible was presented to Commissioner Goodell, by Miss S. Brown, as a token of respect and a memorial of the Teachers of the 3d Commissioner's District, of Oswego county.

Music, and then adjournment to Salisbury Hall for a sociable.

The Institute proved an entire success, and we know that no person attending during any part of the session, went to their homes unsatisfied.

W. S. GOODELL, President.

E. W. BLANCHARD, }  
M. G. AINSWORTH, } Secretaries.

Dated, *Sandy Creek*, October 6th, 1866.

ST. LAWRENCE COUNTY.—The town of Potsdam has offered \$25,000, the Board of Supervisors \$25,000, and the trustees of St. Lawrence Academy \$15,000, as a bid for the location of one of the Normal Schools at Potsdam.

The Board of Supervisors have advanced the salaries of the School Commissioners to \$1,000 each.

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LITERARY.

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ECCE HOMO.—The author of *Ecce Homo* has at last been found in Professor Seeley, of University College, London.

JAMES RUSSELL LOWELL is writing a series of articles, in prose and verse, for the *Atlantic* of next year. The statement that he is engaged on a novel is incorrect.

LONGFELLOW is still engaged on *Dante*. He has not only translated the whole poem, but has nearly all the notes done and stereotyped, so that the work will certainly appear soon.

BAYARD TAYLOR has been chartered by the *Atlantic* to make a new trip to the Old World, and write a series of papers on the "By-ways of Europe."

OLIVER WENDELL HOLMES is writing a novel for the *Atlantic*. The first part of it will be published in the January number. It is called "The Guardian Angel." It is a novel of New England life of the present year.

JOHN G. WHITTIER is engaged in preparing for publication a new volume of poems, to be called *The Tent on the Beach*. It has not left his hands yet, but it will probably be issued in the spring.

GOVERNOR WINTHROP.—The second and last volume of Mr. Robert Winthrop's biography of his renowned ancestor, John Winthrop, is announced as soon to appear.

BRYANT has gone abroad to spend the winter.

MR. GEORGE PRABODY, who is soon to return to England, has made the following magnificent gifts in addition to those chronicled in our last number: to Kenyon College, \$25,000; to the Maryland Historical Society, \$20,000.

JAMES PARTON is to write the Life of John Brown.

MR. RAPHAEL SEMMES, late Admiral C. S. A. navy, has accepted the Professorship of Moral Philosophy and English Literature in the Louisiana State Seminary.

HOMER AND VIRGIL.—W. J. Widdleton, New York, announces the *Iliad*, translated into English accented hexameter, by Sir J. F. W. Herschel, and the *Æneid*, translated into English Verse by Prof. Covington of Oxford.

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INTELLIGENCE—FOREIGN.

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CALIFORNIA.—The *Teacher* gives the following statistics of California schools: Total children between 5 and 15, 64,042; white, 82,324; negro, 625; Indian, 1,093. Number of whites that have attended school, 53,192; negro, 295; Indian, 90. Number of Mongolian, 361; attending school, 12. Whole number enrolled, 55,178; average number belonging to schools, 48,091; average attendance, 83,989; total number of schools, 986; salary of male teachers, per month, \$78: female, \$57.

GEORGIA.—A bill has been under consideration in the Georgia legislature, looking to the establishment of common schools for whites and blacks throughout the State, and will probably be passed.

CONNECTICUT.—The twentieth annual meeting of the State Teachers' Association was held in Middletown, October 25, and 26, Prof. J. N. Bartlett presiding. Different classes of schools were represented by teachers from all parts of the State. Lectures were delivered as follows: "Reading as a Fine Art," by Prof. Moses T. Brown of Tufts College; "Enthusiasm in Teaching," by Rev. Mr. Soudder, School Visitor of Hartford. Among the topics for general discussion were: "A Course of study for Graded Schools;" "The Marking System;" and "Moral Training." A report was presented, on Ventilation. T. T. Burrows of Hartford, is President for next year, and C. Davis of Norwich, Corresponding Secretary.

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BOOK NOTICES.

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THE ILLUSTRATED ANNUAL OF PHRENOLOGY AND PHYSIOLOGY, for 1867. By S. R. WELLS, Editor *Phrenological Journal and Life Illustrated*. New York: Fowler and Wells., pp. 58, pamphlet.

Aside from the phrenology in this pamphlet, for which we do not care a fig, there are a great many useful and entertaining things—the cream of the *Journal* for the last year, and, we presume some things not in the journal—about fat folks and lean; Hindoos and Handwriting; Carlyle and Greeley; New York Society and Hottentots; Marriage and Morals; Jews and Jeu d'esprits, etc. It is worth 20 cents.



**CHRISTIAN ETHICS, or the Science of Duty.** By JOSEPH ALDEN, D.D., LL.D.  
Late President of Jefferson College, author of "Elements of Intellectual Philosophy," etc., etc. New York: Ivison, Phinney, Blakeman & Co., 1866., 12mo, pp. 170.

There is, at this day, little new that can be presented on the Doctrine of Ethics, and a new work is to be judged not so much from its philosophy, as from the clearness, force and directness with which it states received propositions, and from its adaptation to use in the class room. Of the book before us, it is sufficient to say, that, without presenting any subjects of dogmatic theology, it takes the Christian scriptures as the great law book: the subjects are systematically arranged; the language is concise, often aphoristic, and the clearness with which great fundamental principles and their application are stated, is worthy of all praise. It is fresh, vigorous, timely, and will, or should meet with favor.

**THE PRIMARY UNION SPEAKER: Containing Original and Selected Pieces for Declamation and Recitation in Primary Schools.** By JOHN D. PHILBRIK, Superintendent of the Public Schools of Boston, and Author of the *American School Speaker*. With Illustrations. Boston: Taggard and Thompson, 1866.

This little book of one hundred and fifty pages, contains sufficient variety to meet all tastes and capacities in the class of children for whom it is intended. Many of the pieces are patriotic, and among the selections we notice a fair proportion of the old gems, that are fresh as ever in their new setting.

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